

THE CATHOLIC SCHOOL Journal

Volume 55

Number 2

February, 1955

A Book Number

This is the 22nd annual Schoolbook and Library number of your JOURNAL. All of the leading articles discuss books and their use or how to get books into circulation. On pages 59-69 you will find a list of books for the classroom and library most of which have been issued or revised recently. There are also some suggestions for observing Catholic Bible Week. Even the Fabric of the School section, this month, is concerned not with general problems of school planning but with planning the school library. And publishers are even more prominent than usual among the advertisers in this issue of the CATHOLIC SCHOOL JOURNAL. They tell you about their latest offerings and invite you to examine them critically.

Good textbooks, good biographies, good fiction, good reference books—on the level of the student's present mental capacity—are major assistants to the overworked teacher; they are guides to the student in the essential process of self-education.

Attention Please

Due to the increase in postal rates and the rising cost of production, it has become necessary to increase the subscription rates of the CATHOLIC SCHOOL JOURNAL. Effective April 1, 1955, the rates will be: one year, \$3.50; two years, \$5.50; three years, \$7.50.

Current subscriptions will not be affected by this change until expiration. New and renewal subscriptions will be accepted at the old rate until April 1.

The Catholic School Journal is published monthly except in July and August by

THE BRUCE PUBLISHING COMPANY

400 North Broadway, Milwaukee 1, Wisconsin
Eastern Office: 225 Broadway, New York 7, N. Y.
Central Office: 20 N. Wacker Drive, Chicago 6, Ill.

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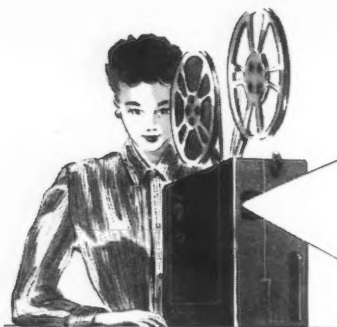
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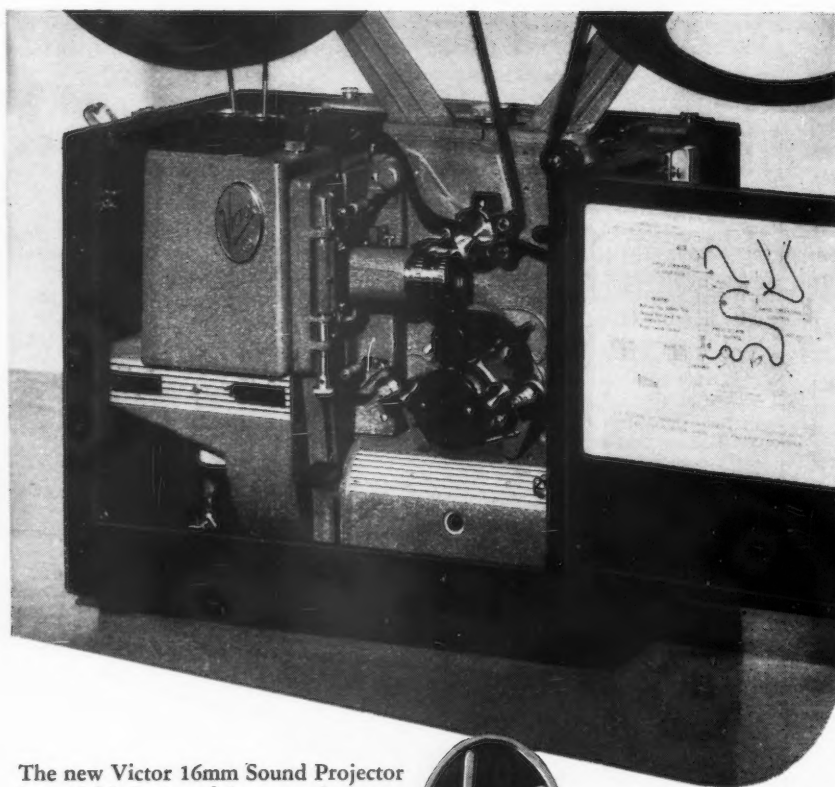
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Articles Indexed. Articles in the CATHOLIC SCHOOL JOURNAL are indexed in *The Catholic Periodical Index*, in the Catholic magazine index of *The Catholic Bookman* and in the *Wilson Educational Index*.—Entered April 20, 1901, as Second-Class mail matter in the Post Office at Milwaukee, Wis., under the Act of March 3, 1879. Published monthly except in July and August. Copyright, 1955, by The Bruce Publishing Company.
—**Subscription Information:** Subscription price in the United States, U. S. possessions, and Canada, \$3.00 per year, payable in advance. In all foreign countries, \$3.50. Copies not more than three months old, 35 cents; more than three months, 50 cents. Notice for discontinuance of subscription must reach Publication Office in Milwaukee at least fifteen days before date of expiration. Changes of address should invariably include old as well as new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.—**Editorial Contributions:** The editors invite contributions on education and on any subject related to the welfare of Catholic schools; e.g., methods of teaching, child study, curriculum making, school administration, school-building construction and upkeep. Manuscripts, illustrations, news items, etc., should be sent to the Publication Office in Milwaukee. Contributions are paid for at regular space rates.



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Evaluation of Audio-Visual Aids

THE NEW YORK TIMES
Times Square, New York 18, N. Y.
Changing Americans

Changing Americans traces transitions in the American way of life from roughly the turn of the century to the present. It is the February release of The New York Times Filmstrips on Current Affairs.

The motif of this filmstrip is that the

**George E.
Vander Beke, Ph.D.**

Editorial Consultant for Audio-Visual Aids

face of America is always changing although such change is always rooted on the tradition of individual freedom. While looking

back to grandfather's day, the filmstrip also looks ahead to the sweeping changes that appear on the horizon.

Changing Americans depicts the times when the home was the focal point of family life, children were by the dozen, the automobile evoked cries of "get a horse" and suffragettes were on the march.

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Changing Americans combines intensive research in historical depiction with the artistry of modern photography supplemented by graphic presentations. It is 35mm. and runs for 60 frames.

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(Concluded on page 10A)



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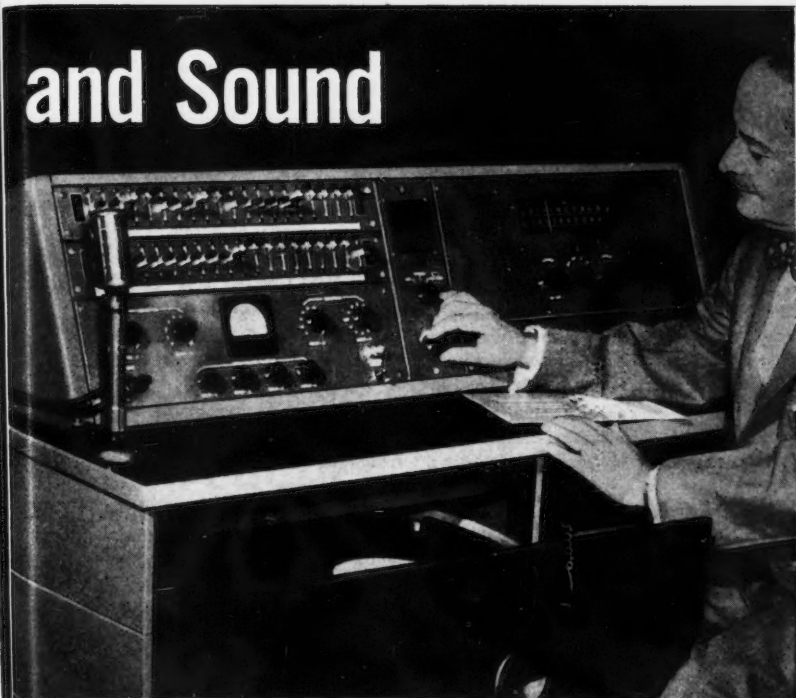
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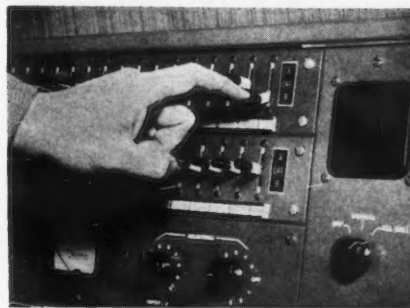
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(Concluded from page 6A)

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Sweden's Future Artisans

16mm., sound, black and white or color, 14 minutes. *Contents:* The beautifully gay handwork and handicrafts produced in Sweden are admired all over the world. This enjoyable color film shows Swedish elementary school children engaged in creative activities. They are being trained to employ available raw materials and to acquire the mastery of the Swedish artisan. Open-air gymnastics for sound body and vocational training are embodied in the early education of Swedish children. A delightful picture.

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To High School Teachers The Teacher and the Text

We of the college have the deepest respect for the work you are doing with modern teen-agers at their most critical age. We are indebted to you for our very best students (your worst we never get!). A small percentage of our students who are problems to us because of what a midwestern professor termed "functional illiteracy" were, in all probability, your problems too. In a day of co-operation among educators, may I propose to you a brief series of questions for mutual consideration?

QUESTION I: WHICH TYPE OF TEXT DO YOU USE?

Should there be anyone who would answer "I do not use a text," we should know that teacher to be either a master of his subject (so full of his subject as to be at least a potential author of his own text); so well equipped to teach that he can plan his own learning experiences in a highly organized, sequential pattern; so familiar with extensive supplementary materials that he can direct his pupils in their reading; or we should know him to be a teacher restricted by a too small budget to replace an outdated, outmoded text, which he wisely chooses to discard.

The *positive* answer will naturally vary according to the subject taught. We expect the teacher of a skill subject to depend upon the *drill* type of text. But let us hope that understanding precedes that drill; that if the text is lacking, the teacher will assume the responsibility. The content subjects give a wider choice, and through the selection of the text the teacher seems to reflect her own type of teaching.

Sister M. Theodore, G.N.S.H., Ph.D.

Department of Education

D'Youville College

Buffalo, N. Y.

Let me illustrate from a somewhat restricted sampling, yet a sampling which I believe to be not inadequate, for the teachers in question are of a select group, teachers who have been commended for their fine teaching:

From a Teacher of Science

"Frankly I like to use the concise, logical type of text, for I feel that much of the teaching should be done by the teacher herself. I find that my students are better satisfied with this type and that some of the poorer ones feel frustrated if I fail to cover *all the pages* of a longer text. If I honestly thought," this teacher adds, "I could not give the pupils much that is not in the text, I should feel obliged to stop teaching."

From a Teacher of a Language

"Obviously the French student landing in Paris will not find anyone interested in knowing that he has a *red* pencil and a *green* pen; nor will the Spanish student want to proffer information that Carlos and Maria are brother and sister, but they probably would like to know a good place to *eat* — if they are Americans!

"Texts, naturally enough, have to concern themselves with classroom vocabulary, but the best ones, it seems to

me, get in at least an anecdote or two that have a definite point — as, for example, the one I found in a French grammar:

"Marie goes to school. Her uncle asks her: 'Do you learn to read a little?'

"She shakes her head *No!*

" 'Do you learn to write a little?'

"She shakes her head *No!*

" 'Well, what do you do?'

" 'I wait for the bell!'

"And the student has a feeling of fellowship!"

From a Teacher of Social Studies

"I know the long detailed book is expensive, but it *is* the desirable type of book. It furnishes wonderful opportunity for discussions, for outlining, and I like to feel that after I have presented the matter, there is much still to get in the text."

Asked about the appreciation type of text, one teacher commented:

"Not as a *basic* text. It should be supplementary, for if it is analyzed, we seem to defeat the very purpose of the book."

From a Teacher of Literature

"The text I am using is very good. However, it does not contain the writings of great English Catholic authors. These I must supply."

QUESTION II: THE MOST SERIOUS CRITICISM OF THE TEACHER'S USE OF A TEXT

From all that I have been able to gather, it is the teacher's overdependence upon a text. *Teacher and Text* can represent a wide range of teaching abil-

ity from almost complete inadequacy to full competency; from mere artisanship to genuine artistry. From the standpoint of the pupil's learning achievement, a correspondingly wide range: from almost total ignorance and indifference to complete mastery; from inarticulation to power to express and apply the knowledge acquired.

What, after all, are our objectives in using a text? We consider it a tool of learning, a tool almost universally regarded as indispensable. It is definitely that for the beginner (and here may I say that a religious may easily find himself a beginner in a certain subject while master of another?). Serving as a temporary crutch to such a teacher, the text should offer a kind of security to pupils, for the text has been constructed as often to safeguard pupils against un- or ill-prepared teachers as to be the ready handmaid of the experienced teacher. We are actually advocating close adherence to a text for beginners—except, of course, in subjects like the social studies in the new curriculum—emphasizing the need to know it thoroughly, to use the manual, if there is one to accompany it. This, in some cases, would practically guarantee good teaching within a comparatively short time.

But why, we ask, are others than beginners so often guilty of a slavish dependence upon a text? Douglass and Mills,¹ in warning prospective teachers against this weakness, list these reasons:

Lack of training, or lack of ability: We are told that the average run of teachers lacks the creative ability to organize suitable learning experiences.

Tradition, which ties us to the past, especially since the public have grown up with a childlike faith that recitation of textbook material is evidence of genuine learning, and the fairly common fallacy of thinking of learning and education as the temporary acquisition of factual information.

But to the Catholic educator, as to all true educators, the pupil is the *end* of all our teaching. What results from this type of textbook teaching? Obviously it narrows the mental horizons of the pupil, whether laziness or ignorance is responsible. It further does a great disservice to the pupil since it fosters in him a smugness and complacency that comes from knowing all the answers—so often through mere memorization—and turns him out a quiz kid, or, on the secondary level, a super quiz kid—

¹Teaching in High School, p. 292.

a kind of walking-talking encyclopedia.

And what is the university asking us to do? What Yale, for example, would like, more than a great deal of factual knowledge in any specialized branch, would be the ability to put first things first; to use a disciplined mind.² Incidentally, Father Schouten, S.J., at a student conference at D'Youville College a few years back, emphasized the same need: for *formed* minds, rather than *informed*, and Montaigne long ago pleaded for "the mind well formed, not well filled"—literally, "the head well made, not well filled." Nobody will dispute the need of information as a prerequisite for thinking, but the power to reason and apply already acquired knowledge needs development.

Could it be that teachers on the higher levels, high school and college, fail to recognize what the elementary teacher has been forced to recognize: that every teacher is a teacher of reading; that the vocabulary must be taught; that assignments must be explained; that, at least in high school, some supervised study is a necessity if we are to offer any remedial aid to those inadequately prepared—almost always a reading disability lies at the root of the failures. Have we any right to expect 100 per cent transfer of reading skill of a general sort to any one highly specialized area of study?

Does the entire high school staff (of college, for that matter) co-operate in combating a kind of allergy to books somewhat prevalent among our youth today: English teacher, librarian, and teachers in every content subject? Librarians especially are eminently qualified to be of service to both teachers and pupils in offering rich supplementation to classroom work.³

Textbooks are but one instrument of learning. At a CAVE convention in Chicago, Cardinal Stritch expressed himself on this point. It is the well-qualified teacher who does not let the text blind her to other avenues of approach. In the Cardinal's words: "Teaching aids are good things in the hands of a teacher who is basically well qualified to teach."⁴

And a Commission, headed by Dr. Wilson, to re-evaluate books,⁵ warns us not to assign to any book a value out of all proportion to its merits, nor to blind ourselves to the fact that books are meeting with serious competition

²Article in *Courier-Express*, Sept. 29, 1953.

³Catholic Educator, Sept., 1953.

⁴Ibid.

⁵Publishers' Weekly, Mar., 1951.

from many other far more appealing instruments, nor to minimize the contribution these instruments can make.

When the B.I.E. Planning Committee announced that 6400 teachers would visit industries in the Buffalo area, it expressed the wish that the personal experience of these teachers would constitute a "communication link" that should somehow "bump off" something of value to the pupils.

That was just another way of saying what Frank Abrams in "The Business Man Looks at Education"⁶ wrote some time ago: "The school bell seems to be ringing for all of us. It is time for business and education to get together. Not that businessmen wish to teach teachers how to teach"—but to furnish them with the facts about the industrial world in which we find ourselves today.

An article on "What's Right With the Schools"⁷ comments: "One of the reasons present-day teachers are doing such an outstanding job is because of their readiness to go beyond the textbook to employ outside source material which is timely and pertinent."

Incidentally that was pointed directly to the splendid films and filmstrips now available. Surely we are all familiar with some—only ten-minute offerings often—that can do more lasting teaching in a short time than I, for one, could do in a considerably longer time!

Wall maps, charts, pictures, diagrams, chalktalks, group dynamics—all of these are being used by resourceful teachers to supplement the text. If the text is used as a springboard to these or a handy reference from them, they do for us a very important service. If the teacher's text is open, oftener than not, so is the pupil's—to check, to verify, to correct, to follow up, to make sure of the assignment. The textbook has real value—no one will deny. It is only when it assumes a role out of character that it is open to criticism.

Texts are numerous, more attractive, easier and more convenient to use (unfortunately not less expensive)—but they will never be the one and only indispensable means of instruction. Nor could they be. When we are choosing new textbooks, let us know the criteria by which to judge our text; know the author, his scholarship and his philosophy; but let us relinquish the dream that there will appear the *perfect* text—if by *perfect* we mean complete and self-sufficient!

⁶Saturday Review, Apr. 19, 1952.

⁷Coronet, Sept., 1953.

Bibliotherapy in the Elementary Classroom

Teaching in elementary classrooms today is a challenging task. While many of our former school problems have been solved by modern, well-equipped classrooms, school nurses, hot lunches, and testing and special-ability programs, a whole new crop of difficulties has confronted us. In spite of our elaborate and expensive educational systems, we have many unhappy misfits, and behavior problems. Later, many of these misfits become more serious problems in society. These children need help and guidance, and, regardless of the crowded classroom conditions, or our time-packed schedules, we must not fail them. They are members of the Mystical Body of Christ and upon them the future of our nation and the welfare of the world depend.

A Practical Remedy

In widening the scope of our modern school program, one important science frequently has been given little or no consideration. This is bibliotherapy, or character training through books. If more teachers understood and applied sound theories of bibliotherapy, there would be fewer behavior problems for the busy psychiatrist.

Character training through stories is not a new science. Our Lord used stories to teach moral and social lessons. For centuries, people have learned lessons of correct behavior from stories handed down to them at the family fireside.

Old folk tales, nursery rhymes, fairy tales, and hero legends are the accumulated wisdom of generations of people who have learned the art of laughing, living, and loving in other ages. Many of these old tales have a wonderful power of teaching correct moral values and social responsibilities. Although, too often, today, our family firesides are forsaken, we have thousands of wonderfully attractive books which teach the same needed lessons. Are we making the best use of them?

To help a child overcome an undesirable habit, or implant in his heart some sound principles of conduct, it is not enough to hand him a good book. The first step must be to try to determine the cause of his difficulty. This may require much time and patience, but it is very important. It is necessary to gain the confidence of the

Sister Therese Marie, R.S.M.

Teacher of Children's Literature
College of St. Mary
Omaha, Neb.

child and make him realize that we are really trying to help him.

Practical Psychology

Frequently, when the problem is discussed in an honest, friendly way, it can be solved once and for all. Very often, however, when the difficulty cannot be solved so easily, bibliotherapy will be a valuable help. If the child is given a book to read in which the hero or heroine is suffering from the same trial, handicap, or difficulty, the troubled reader is helped. In reading the story he is able to give vent to his own pent-up emotions, and when he sees the hero solving problems similar to his own, in a satisfactory manner, he gains courage to tackle his own difficulty. It is very important to follow up the reading by discussing the book, and problems involved with the young reader. Encouragement must be given, and sometimes more than one story is needed to develop (or even create a desire within the child to develop) a wholesome moral principle or habit of good conduct. It is all important that the teacher who plans to use bibliotherapy know the right book for the right child and see that he receives it at the right time.

Most of the problems which worry troubled and emotionally upset children of today can be traced to one or more of the basic human needs for security. May Hill Arbutnot, in her excellent volume called *Children and Books* (Scott, Foresman), lists these securities in three general headings: material, emotional, and spiritual securities. Books which deal with the problems of children might, therefore, be listed in three groups under these same headings.

In an earlier issue of this magazine,¹ Sister Mary Doloretta, R.S.M., has very ably discussed the problems and the aids available for the primary teacher who

wishes to use bibliotherapy in her task of guiding little ones. In this article I will discuss only a few of the hundreds of excellent volumes available for teachers in the other elementary grades who wish to use bibliotherapy to enrich the lives of their pupils.

For Contentment or Resignation

In the materialistic world around us, it would seem at first thought that there is little need for books which teach materialistic security. Traits which frequently develop when children do not have the material needs of life and thus feel insecure are: discontent, dissatisfaction, envy, grumbling, and rebellion. Certainly, these characteristics are not absent in our classrooms of today. Books which will help develop contentment in the minds of children are:

The Discontented Village, Dobbs (Coward), lower grades

The Most Wonderful Doll in the World, McGinley (Lippincott), lower grades

The Queen's Command, Kuhn (Bruce), intermediate grades

Rabbit-Go-Lucky, Cote (Doubleday), intermediate grades

Land Spell, Carroll (Macmillan), upper grades

Bramble Bush, Emery (Nelson), upper grades

Often resignation to God's will is the only help which can be offered to the child. Lower-grade children will understand this lesson when they read Sally Scott's charming *Rip and Royal* (Harcourt). Intermediate stories which teach this lesson are: *Taffy's Foal*, Bialk (Houghton), and *The Door in the Wall*, De Angeli (Doubleday).

Upper grade children will be delighted with, as well as helped by: *Mountain Laurel*, Emery (Putman), and *Fair Adventure*, Gray (Viking).

Grumbling can best be overcome by generous doses of infectious cheerfulness such as are found in:

Buttons Goes Walking, Mammen (Harper), lower grades

Penny, Torrey (Lothrop), lower grades

Wonderful Voyage, Holberg (Doubleday), intermediate grades

Sensible Kate, Gates (Viking), intermediate grades

¹CATHOLIC SCHOOL JOURNAL, Feb., 1954, Vol. 54, No. 2, *A Primary Teacher's View of Bibliotherapy* by Sister Mary Doloretta, R.S.M.

They Loved to Laugh, Worth (Doubleday), upper grades.

Leave It to Beany, Weber (Crowell), upper grades

Against Envy and Rebellion

Envy and rebellion frequently disappear when lessons of contentment, resignation, and forbearance are learned. Books which help children understand the need and importance of forbearance are:

Lottie's Valentine, Eyre (Oxford), lower grades

Little Abe Lincoln, Stevenson (Bobbs), lower grades

Gentling Johnathan, Ranking (Viking), intermediate grades

Lad of Lima, Windeatt (Sheed), intermediate grades

This Happened to Me, Ferris (Dutton), upper grades

Pattern for Penelope, Thompson (Longmore), upper grades

Emotional insecurity causes some of the greatest problems of our times. The breakdown of the home has caused hundreds of children, who have plenty in material ways, to be unhappy misfits in the world about them. Books which picture happy, wholesome homelife, where families work, play, live, and laugh together in a spirit of loyal, Christlike charity, are needed for these children. Fortunately, we have many of these books. Hilda Van Stockum's delightful stories of the O'Sullivans are fine examples. Their cottage home is small and poor, but the O'Sullivans are rich in happiness because their lives are filled with love of God, His laws, and each other. Both intermediate and upper grade children delight in these books and in them they find ideal home patterns. The O'Sullivan family may be enjoyed by children of middle and upper grades in: *Cottage at Bantry Bay*, *Francie on the Run*, and *Pegeen*, by Van Stockum (Viking). Other wonderful home stories by the same author and all published by Viking Press are: *Canadian Summer* (intermediate), *Garrit and the Organ* and *Kersti and St. Nicholas*, *Andries* (lower and intermediate).

Laura Wilder has given us a series of home stories which children, especially girls, love. These books picture the author's own childhood in the pioneer days on the prairie states. They are among the finest stories we have of this period of midwestern pioneering, and the beautiful lessons of contentment and loving sacrifices are many. The family is so closely bound together by love and loyalty that no poverty, sickness, blizzards, nor hardships can disturb the snug security of their little

cabin home. The Wilder books are:

The Little House on the Prairie, Wilder (Harper), lower and intermediate

The Little House in the Big Woods, Wilder (Harper), lower and intermediate

On the Banks of Plum Creek, Wilder (Harper), intermediate grades

The Long Winter, Wilder (Harper), intermediate grades

The Little Town on the Prairie, Wilder (Harper), upper grades

These Happy Golden Years, Wilder (Harper), upper grades

The Farmer Boy (New York Setting), Wilder (Harper), intermediate grades

Other splendid home stories are:

Little Pear, Lattimore (Harcourt), lower grades

Caddie Woodlawn, Brink (Macmillan), intermediate grades

The Open Gate, Seredy (Viking), intermediate grades

Bright Morning, Simon (Dutton), upper grades

Meet the Malones, Weber (Crowell), upper grades

These delightful stories contain so many beautifully told lessons that they may be used again and again in different circumstances to develop required virtues or overcome undesirable habits.

Adjustment to New Environment

Adjusting one's self to new homes or environment is as difficult for children as it is for adults. Books in which such problems are worked out successfully are:

Blue Jeans, Beim (Harcourt), lower grades

Lupe Goes to School, Brann (Macmillan), lower grades



The Library at St. Joseph's Villa, Richmond, Va., during Catholic Book Week. The library was filled to capacity as the pupils entered the contest sponsored by the Richmond unit of the Catholic Library Association. The school is conducted by the Daughters of Charity of St. Vincent de Paul. Sister M. Agnes, Ed.D., is the librarian.

Ready Made Family, Murphy (Crowell), intermediate grades

The Good Master, Seredy (Viking), intermediate grades

A "Blue" for Illi, Hartwell (Holt), upper grades

Little Britches, Moody (Nelson), upper grades

Stepbrother, stepsister, stepparent problems are frequent. Books which make this situation easier, and help overcome the difficulties involved are:

Penny and Peter, Haywood (Harcourt), lower grades

Here's a Penny, Haywood (Harcourt), lower grades

Joan and Michael, Gate (Viking), intermediate grades

Four Young Kimbles, White (Houghton), intermediate grades

Linda's Home Coming, Whitney (McKay), upper grades

Jane Hope, Gray (Viking), upper grades

Overcoming Physical Handicaps

Some children become problems because of their size. Being too small, too fat, or too large makes them feel, and sometimes act like freaks. Here are a few titles which will help them realize that it is what one does in life, not one's size that counts:

The Smallest Boy in the Class, Beim (Morrow), lower grades

The Horse Called Pete, Bialk (Houghton), lower grades

Dot For Short, Friedman (Morrow), intermediate grades

Wacky, The Small Boy, Schwed (Simon), intermediate grades

Spark Plug of the Hornets, Meader (Harcourt, Brace), upper grades

Hepatica Hawks, Field (Macmillan), upper grades

The fat girl who needs lessons in proper eating and moderation may be helped wonderfully by: *The Story of Christina*, by Hope Newell (Harper). (Upper grades).

Physical handicaps such as lameness, sight and hearing defects, and similar crosses cause much emotional insecurity. Among the many books helpful to children who suffer from such trials are:

Jane Adams, Little Lame Girl, Wagoner (Bobbs), lower grades

Tim and His Hearing Aid, Ronner (Dodd), lower grades

Bridle-Wise, Hatch (Messner), intermediate grades

Otto of the Silver Hand, Pyle (Scribner's), intermediate grades

Five at Ashfield, Govan (Houghton), upper grades

Lou Gehrig, a Quiet Hero, Graham (Putman), upper grades

Lessons in Tolerance

Many problems arise from children who have not learned how to live and let live. These children need lessons in tolerance, co-operation, appreciation of others, sportsmanship, and unselfishness. There are so many good stories which show that happiness comes when the above lessons are learned that it is difficult to single out a few from among them. Some favorites are:

- Melindy's Medal*, Faulkner (Messner), lower grades
- Betsy and the Boys*, Haywood (Harcourt), lower grades
- Twenty and Ten*, Bishop (Crowell), intermediate grades
- It Happened to Hannah*, Rounds (Dutton), intermediate grades
- Keystone Kids*, Tunis (Harcourt Brace), upper grades
- Sandy*, Gray (Viking), upper grades

For Spiritual Security

Much of the bewilderment and misunderstanding in the world about us is due to spiritual insecurity. While God and His teachings are being pushed into the background by secularism and materialism, children have a great need of the strengthening light and courage which come from religious books. Leaders among these much needed books are hero tales and fiction in which correct value is placed on spiritual things. Lives of our Lord, our Lady, and the saints are too numerous to list here. Almost every teacher is familiar with at least a few of these. Some of the best loved were written by Katherine and Bob Beebe, Mary Fabyan Windeatt, Brother Ernest, C.S.C., and Marigold Hunt. Among the many collective biographies written for children, the following are always favorites:

- Six O'Clock Saints*, Windham (Sheed), lower grades
- More Saints for Six O'Clock*, Windham (Sheed), lower grades
- Twenty-one Saints for Boys*, Croft (Bruce), intermediate grades
- Bible Children*, Thompson (Dodd), intermediate grades
- Saints for Home and School*, Melady (Bruce), upper grades
- Fifteen Saints for Girls*, Sister M. Cornelius (Bruce), upper grades
- All Stars of Christ*, North (Bruce), upper grades

Among the many fine stories of true supermen, women, boys, and girls, I think that Sister Mary Imelda's *Outlaws of Ravenhurst* (Catholic Authors, Kirkwood, Mo.), seems to lead the list of favorites. It is a gripping adventure tale for upper grade children which holds them spellbound while

it deepens their love of their Faith and God and our Lady.

The absence of religious training creates many behavior problems. When children are not taught what it means to be members of the Mystical Body of Christ, they see little reason for developing habits of respectfulness, honesty, truthfulness, and tolerance. Almost all of the books mentioned in this article will help develop correct moral viewpoints and show the importance of desirable character traits to success and happiness. This is especially true of the books listed under home and family stories, and biography. The Van Stockton stories and the Wilder books, for example, teach lessons of truthfulness, unselfishness, consideration of others, repentance, sympathy, and courage. For this reason, I will not list books under these special headings. One book not mentioned is *Tuffy Taylor*, by Dooley (Bruce). This is the right book for the boy who sees no harm in going with a rough gang. It teaches many beautiful lessons of self-control, sportsmanship, good citizenship, resistance to temptation, and respect for others. John Tunis has written many good stories for boys in upper grades and high school. They stress the importance to American boys of learning obedience, discipline, tolerance, loyalty, and sportsmanship. Some of his best known stories suitable for upper grades are: *High Pockets* (Morrow), *Iron Duke*, *All American*, and *Yea! Wildcats* (Harcourt). Some of these stress interracial problems.

For Slow Readers

Many children are problems in society because they fail in their desire to achieve success in the eyes of their parents and friends. Frequently one of the many hobby books available in any public library will help solve this difficulty. When they can excel in one thing, even though it be a hobby, they are made happier. Failure to read up to his class level is one of the



The annual book fair at St. Augustine High School, Austin, Minn., added 106 books to the library. The school is conducted by Sisters of St. Francis from Rochester, Minn.

greatest handicaps of a school child. While the teacher is assisting him in the use of the mechanical aids which will help him, she might make him much happier by giving him one of the many "easy to read" storybooks now available. Most of these stories are written in third- to fifth-grade reading difficulty, but have story interest and pictures suitable for older children. Many publishers will gladly send lists of these books. The H. W. Wilson Co., N. Y., publishes a list of books for children who have reading difficulties. It is called, *Gateways to Readable Books*, and was compiled by Ruth Strange.

The American Book Company publishes *The American Heritage Series*. This set includes twenty volumes, each of which is a separate story of one of the men or women who explored and pioneered our country. They are pitched to easy reading, but the stories are so well written that older grade girls and boys really enjoy them. Last year I saw eighth-grade boys who were very slow readers read and report on two and three of these a month, and glory in their achievement.

One of the most valuable books for the teacher who wishes to use bibliotherapy is *Character Training Through Books* by Clara Kircher.² This book has an annotated list of title, author, character indexes. It also contains an excellent list of readings on bibliotherapy from recent books and magazines, and a good list of available vocational material.

Blessed Teachers

As is the case with all worth-while things, using bibliotherapy in our classes will require extra time and preparation. This effort will be repaid a thousandfold, even in this life. Who can measure the joy of a teacher who sees the children who came to her as unhappy misfits, leave her class with smiling faces and hearts filled with peace and confident courage? These children, who are learning to overcome their undesirable habits, are developing Christlike virtues and are well on the road to eternal success. They have learned the power of prayer and grace. They know their own weaknesses and where to turn for strength. They have also learned the treasure which is theirs in good books, and this rich heritage they will pass on to their children and their children's children. Thus, of the teacher who takes the time and trouble to use bibliotherapy in her classes, we can truly say, "Generation after generation shall rise up and call her blessed!"

²*Character Formation Through Books: a Bibliography. An application of Bibliotherapy to the Behavior Problems of Childhood.* Compiled by Clara Kircher. 3 ed., published by the Catholic University of America Press, Washington, D. C., 1952.

Current Educational Activities

Catholic Book Week February 20-26

On this page is a small reproduction of the official poster for Catholic Book Week. A full-sized colored copy of this poster is included in the kit which you can obtain for \$1 from the Catholic Library Association, Maryknoll Seminary, Glen Ellyn, Ill. The kit also includes the three lists of Catholic books—for adults, youth, and children.

Catholic Press Month

The whole month of February is observed as Catholic Press Month. The Catholic Press Association has its own kit of materials to help pastors, teachers, and librarians to publicize and observe the occasion. One of the features of this kit is a *school playlet* by Thomas A. Lennon of the *Young Catholic Messenger*. To get this kit send a dollar to E. C. Walsh, Catholic Press Association, 150 East 39 St., New York 16, N. Y.

Catholic Bible Week February 6-13

This week, planned by the Catholic Biblical Association of America, is spon-

sored by the hierarchy. Very Rev. Msgr. Matthew P. Stapleton, St. John's Seminary, Brighton 35, Mass., is chairman.

Annual Convention of N.C.E.A. Atlantic City, N. J. April 12-15

The 52nd annual convention of the National Catholic Educational Association will be held at Atlantic City, N. J., during Easter Week, April 12-15.

The convention will open with a Mass at 10 a.m. at St. Nicholas Church, Atlantic City, with Most Rev. Leo Bing, Archbishop of Dubuque and president general of the Association, pontificating. Bishop Bartholomew J. Eustore of Camden, host to the convention, will preach the opening sermon.

The keynote address on the theme of the convention, "Realizing Our Philosophy of Education," will be given at the opening meeting by Dr. Vincent Smith of the University of Notre Dame. The concluding address will be delivered by the president, Most Rev. Leo Bing, on Friday, April 15, at 11:30 a.m.

There will be the usual active meetings of the many departments and sections of the Association on every level of Catholic education—preschool and kindergarten, elementary, secondary, collegiate, and graduate.

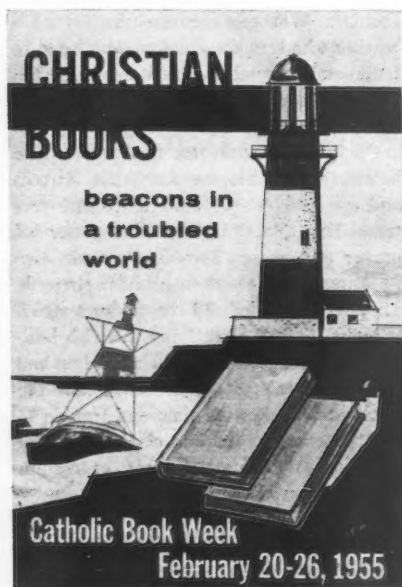
A number of separate organizations will hold their meetings concurrently with those of the N.C.E.A. They include the: National Catholic Kindergarten Association, Catholic Business Education Association, Catholic Audio-Visual Educators, Seminary Committee of the Confraternity of Christian Doctrine, Jesuit Educational Association, Diocesan Directors of Vocations, and Catholic architects and representatives of diocesan building committees.

Brotherhood Week February 20-27

Brotherhood Week is sponsored by the National Conference of Christians and Jews. President Eisenhower is honorary chairman of the observance, and Ben Duffy, president of Batten, Barton, Durstine, and Osborne, Inc., is general chairman. The 1955 theme is "One Nation Under God."

Girl Scout Week March 6-12

The theme for this week is "Believe, Belong, Build." This organization helps girls to develop resourcefulness, to know their country's history and traditions, to be loyal to God and country, and to enjoy and profit by participation in the activities of their organization.



St. Robert's Has A Book Fair

Howard Smith

Teachers at St. Robert's grade and junior high school in suburban Milwaukee realized a few years ago that merely having good libraries was not enough. The situation seemed to demand direct, positive action to give Dickens an even break with "Drag-net," and *Alice in Wonderland* a competitive chance with Alan Ladd. For the past 10 years St. Robert's has been conducting an active campaign designed to meet these three demands:

1. To bring good juvenile and adult

books into the home and thereby stimulate family reading.

2. To furnish the underprivileged and orphans with opportunity to read books they might never be able to purchase themselves. (At one time toys were given to them at Christmas until Sisters at the school decided books were a more durable and more beneficial gift.)

3. To create an atmosphere conducive to reading and interest in books and authors generally.

For Children and Parents

The plan followed by the school, in brief, is this: Each fall, usually just before



At St. Robert's Book Fair. The picture at the left shows Father Richard Madden, O.C.D., who spoke to the students at their special Book Week program; he is autographing for the school library a copy of his new book, *Men in Sandals*. The book, a refreshing close-up of life in a monastery, was a popular item at the fair. Looking on are Sister M. Aquin, O.P., principal of the school, a Cub Scout, and a Den Mother, Mrs. Dorothy Callen. The picture on the right shows the Cub Scouts with the stack of books they bought for the school library.

Christmas, the school holds a two-week book fair. During this time new books are displayed in the library and corridors of the school. Students are given a chance to look leisurely through the books and decide which they want to add to their personal library.

During the same time the upper grades, under the teachers' supervision (the school has grades 1 through 9), prepare a special book fair program. Usually, a skit or a playlet written by themselves around the subject of books and bringing in individual titles, emphasizes the part books have in everyday living.

Any time during this period, the children are allowed to make their purchases after having looked over the books for a week. The grand climax is an assembly during which a "real live" author is invited to speak to the school.

Books are obtained on consignment from a local bookdealer who allows a special discount in consideration of the number of books that probably will be sold during the two weeks. It has been the practice at St. Robert's to hold the Book Fair concurrently with the parent conferences.

Parents arriving early for an appointment with their child's teacher browse through the displays in the corridors or remain after their interview to select titles for the family bookshelf. That the plan has their wholehearted support is proved in the number of books that are bought for the home. The Sisters point out that while many will buy when given the opportunity to look over books, few parents

ever have the time to go through a bookstore deciding together on the books they want.

Another advantage to the parent purchaser is that there is no doubt as to the worth-whileness of the books on display. The Catholic store with whom the school deals has already passed judgment on the suitability of the books. The Sisters implement their work by passing out a list several weeks in advance, listing the titles that will be on display.

Children in Charge

The pupils of one grade are in charge of the book fair and it is their responsibility to distribute the book list and display the books. The books are taken from room to room, oral book reviews are given, and in some instances a student will read parts of a book to the class.

Many of the books bought at the fair become Christmas presents; some are bought by the children for their personal libraries. Others are bought and used in the schools as supplementary reading. The history teacher reports that she has been using a series on juvenile historical fiction to build up interest in history. The children buy the books and exchange them among themselves so that while the child buys but one book, he has an opportunity to read the whole series.

Parents await the coming of the fair each year and the idea of presenting books as presents or passing them around for others to read has caught on. One little girl

came to the teacher with a copy of *Little Women* offering to lend it to the library for the period of a year.

The Cub Scouts' Present

This year there was an innovation at the suggestion of one of the den mothers of the school's Cub Scout pack. As a project for the month, the pack decided that it would be a worth-while venture to contribute to a central library at the school, supplementing the already extensive room libraries. On the appointed day, '99' Cub Scouts presented the principal, Sister M. Aquin, O.P., with 130 books. Many of them came from private libraries of the boys. Others were purchased with money the boys had earned or saved themselves.

Highlighting the program was an afternoon assembly. Father Richard Madden, a Discalced Carmelite monk from nearby Holy Hill, was asked to speak to the children about books. Father had been selected for two reasons. As vocation director at the monastery he was accustomed to speaking to young people and loved being among children. The previous year he had given the Boy Scout retreat and was a favorite with the Scouts. Too, he had just written an entertaining closeup of life in a monastery and in the course of the book fair, students and parents had bought copies of the book, *Men in Sandals*, for Christmas presents and for themselves. His talk, of course, emphasized the need for young people to cultivate the habit of reading both for pleasure and for knowledge.

Planning a Book Fair

Book fairs are of many kinds. Best known, perhaps, are the Chicago "Miracle of Books" and the New York Times Book Fair held for many years at the American Museum of Natural History. These are extensive collections of books for children and young people supplied by publishers. No books are sold. Fairs are also sponsored by public, college, and parish libraries and by many other organizations such as units of the Catholic Library Association, the Catholic Daughters of America, and the National Council of Catholic Women at the parish, deanery, and diocesan levels. This article, however, is concerned only with book fairs in the elementary and secondary schools at which books may be purchased.

Why a Book Fair?

The force animating and sustaining anyone who gives a book fair is the conviction that good books need to be brought to those for whom they were written. The author writes, the publisher prepares, the bookseller exhibits, but many potential readers do not see the books they would enjoy. We know that the first step in developing a love of reading is the accessibility of attractive material. This often repeated truth received new emphasis in the report published last October by the Committee on Reading Development of the American Book Publishers Council.¹

More specific aims, some of which are included in this general purpose, are:

1. To sell the idea of books as gifts. This basic concept might well be the theme of a first book fair and should always be stressed.
2. To encourage the building of personal libraries.
3. To impress parents, teachers, and students with the beauty and variety of books and thus spread the word that reading is fun.
4. To sell the idea of book fairs to other groups.
5. To increase good will toward the

Sister M. Eone, O.S.F.

Librarian
College of St. Teresa
Winona, Minn.

school by engaging in a worth-while educational activity.

6. To emphasize the importance of the school library. It may not, however, be wise to ask for direct donation of books, although empty shelves may prompt the school to do so. In a first fair, particularly, such an appeal may not bring good results. Parents who have seldom or never bought books are not apt to be enthusiastic about donating books without first using them as Christmas gifts. Books in the home aid the work of the school and may later be presented to the school library. The profit from books sold can, of course, immediately benefit the library.

Information About Book Fairs

The book fair manual published by the *Scholastic Teacher Magazine* is the most complete guide. It can be obtained for 25 cents from the periodical at 33 West 42nd Street, New York 36, N. Y. For \$1 one can buy its book fair kit which includes the manual, book jackets, a large poster, and other aids.

A good chapter, "How to Run a Book Fair," is included in *The World of Children's Books* (\$1.50) published by the Children's Book Council, 50 West 53rd Street, New York 19, N. Y.

A workbook on how to give a fair with other promotional materials is available at 50 cents from the Children's Spring Book Festival, *New York Herald Tribune*, 230 West 41st Street, New York 36, N. Y.

A folder, "How to Organize and Run a Book Fair," is distributed by the Thomas More Association, 210 West Madison Street, Chicago 6, Ill. This leaflet is free and contains many good ideas for school and parish fairs.

Neophytes will find it valuable to ask

advice of those who have given fairs. It will also be helpful to consult school supervisors, librarians, and others interested in book promotion.

Sponsors of the Fair

The Home and School Association is the most frequent sponsor of the school book fair.

Time for the Fair?

It is especially recommended that a first book fair be staged in November or early December in order to benefit from Christmas giving. General opinion is strongly in favor of November for all fairs. Many schools, however, have found a February date to coincide with Catholic Book Week a very good time. Under special circumstances and with excellent organization, fairs have been successful at other seasons of the year.

Most school fairs are held for two or three days and include a week end. However, if the fair coincides with "open house," a single day for adults may suffice. The exhibits should be open to the students for some days in advance. Planning should begin at least two months before the fair date.

Where to Get Books

The Children's Book Council recommends that books be obtained from a local bookseller if he is interested and able to supply the quantity and quality desired. If not, orders should be sent to jobbers who furnish books on consignment rather than to the publishers direct. It is well to concentrate orders with one or two sources to save work and to secure larger discounts. It may be desirable to order Catholic titles from one firm and secular from another but a few sources can supply both. A list of dealers interested in book fairs is included in the *Scholastic Teacher* kit and is also obtainable free from the Children's Book Council, 50 West 43rd Street, New York 19, N. Y. Books should be ordered at least three weeks before the fair date and preferably earlier.

¹*Publishers' Weekly*, 166:1561, Oct. 9, 1954.

How to Select Books

If a local or area bookseller can fill your needs, there is great advantage in seeing books before ordering. But even if titles are selected from stock, standard book selection aids should be consulted. These aids are the *Children's Catalog* and the *Standard Catalog for High School Libraries* both published by the H. W. Wilson Co., 950 University Avenue, New York 52, N. Y. In ordering titles from a jobber's catalog it is very helpful if inclusion in these excellent tools is indicated.

For selection of Catholic books for teen-agers we have the invaluable *Catholic Supplement* to the *Standard Catalog* also published by Wilson. Although there no longer is a Catholic supplement to the *Children's Catalog*, a number of helpful lists have been compiled. Of special note is *Books for the Elementary School Library* obtainable from the Canisius College Library, Buffalo 8, N. Y.

A very important factor in the success of any fair is, of course, discriminating book selection. Catholic college teachers of children's and adolescent literature are glad to be of assistance. Opportunity should be given to both teachers and students to indicate choices. It has been found stimulating to include books appealing to parents in a children's book fair and to include children's books in a high school fair.

How Many Books?

The answer to this question varies, of course, with each situation and is difficult to determine. Sufficient quantity should be ordered to make a good showing in the exhibit space available. The

visitor should receive at once the impression of books being everywhere. Five or six hundred volumes make a large and interesting display.

Duplicate copies of certain popular titles are desirable particularly if re-orders cannot be taken. Children's books found to be perennial best sellers in a ten-year period at the College of Saint Teresa include: *The Tall Book of Mother Goose*, Lauren Ford's *Little Book About God*, Rachel Field's *Prayer for a Child*, Pelagie Doane's *A Small Child's Bible*, A. A. Milne's *Winnie the Pooh*, and Joan Windham's various lives of the saints. If possible, it is highly desirable to take orders for additional copies and for books not on exhibit. This is extra work but means many more sales.

How Advertise the Fair?

The *Scholastic Teacher* book bazaar manual emphasizes promotion and publicity and gives definite suggestions. Directions for preparing news stories and several sample releases are provided. How to obtain radio time, ideas for posters and window displays, and other promotional devices are also outlined.

The usual publicity channels of school and parish should be utilized: pulpit, church bulletin, notes to parents, handbills, school broadcasting system, etc. In one school puppets of book characters were made by children and taken from room to room for short dialogs about the coming fair.²

The books themselves provide excellent advance publicity and should be available well ahead of the fair. After being equipped with plastic jacket cov-

²Jacobson, Gladys, "Book Fair at Daniel Webster," *Elementary English*, 27:356-367, Oct., 1950.

ers, groups of books may be sent to classrooms for display. Children who have completed assignments may enjoy the attractive volumes and the class has browsing periods. This also gives the teacher an opportunity to see new titles and thereby become a better promoter of the fair.

Poster and essay contests have been found to be very effective in building interest. It is also stimulating to have an exhibit of illustrations made by children for their favorite books.

Location of the Fair

Since the most important feature of the site is accessibility, that usually means the school building itself. The library, the gymnasium, the auditorium, and adjoining classrooms are all possibilities. The fair area should be large enough for adequate display and necessary traffic but not so spacious that the exhibits become little islands surrounded by emptiness. One elementary school, well known for its successful fairs, displays books in classrooms, halls, and library. This arrangement requires a large number of books to make a good showing. However, the fair coincides with "Open House" and is an eagerly anticipated annual event.

Arranging Displays

It is desirable to decide on a theme well in advance and to build the displays around it. Some ideas found to be effective are a circus, fairyland, or an English fair. Others have been developed around slogans such as, Books for Christmas Giving, Reading Is Fun, The Wonderful World of Books, We Want to Know (about fairies, science, great men, saints, etc). The life of a



The students of St. Agnes Academic School, Rockville Centre, N. Y., and their librarian, Sister M. Rosaire, O.P., arranged a display of Catholic books at the public library for National Book Week in November. The picture at the left shows part of the display with students, Sister Rosaire, and the public librarian, Mrs. Mary Grant, proudly surveying the exhibit, which resulted in an increased circulation of books. The picture at the right shows a contemporary exhibit in the school library.

saint depicted in a series of posters may form an effective background. Gay, collapsible booths used at a teen-age book fair given by the Enoch Pratt Library in Baltimore are described and pictured in *Library Journal*, 76:1890, November 15, 1951. Original illustrations from children's books are often available on loan from publishers and make interesting and colorful backdrops.

In preparing books for display the use of plastic book jacket covers is highly recommended for two reasons, attractiveness of the exhibits and protection of the volumes. Their use permits the return of unsold copies in nearly pristine condition. These jackets are available from Library Service, Newark 4, N. J. At least one jobber, H. R. Hunting Co., Springfield, Mass., will supply books with plastic jackets if desired. Price of the jackets is ten cents for the ordinary sized book.

As much flat display as possible should be used since closely packed books are not inviting. In order to achieve an interesting variety in levels, glass blocks and loose shelves are effective. A moving display piece is attention getting. Books should be grouped by subject and age level in harmonious patterns with regard to color combinations and book sizes. The judicious use of art objects and toys will add interest.

The total effect should be one of attractive repose, uncluttered, but rich and full. Although flowers add beauty to any fair, a tasteful arrangement of many attractive books is so colorful that the absence of flowers will not be noted.

Some possible divisions of an elementary school fair are: picture books, fairy tales, Christmas stories, poetry, lives of saints, first books about God, animal stories, etc.

For a teen-age fair are suggested: lives of heroes, sport stories, love stories, music, art, and the theater, hobbies, animal life and adventure, etiquette and personality, science.

Some special exhibits of interest include: book character dolls, dolls of other nations, the making of a book, early children's books, foreign children's books, American books in foreign translation, illustrations of children's books.

The Program

Special entertainment for the children in advance of the fair will do much to promote interest. It is also desirable that children take part in the program

for their parents. Various activities reported as successful are: story hours, book talks, book quizzes, puppet shows, book plays, book films, panel discussions on books and the comics, talks by authors and illustrators, and talks on children's reading. Many fairs feature children's records and thus provide a program of background music.

As indicated above, a book fair in conjunction with "open house" has many elements of success. Since parents are eager to see the work of their children, a good attendance is assured. A door prize or prizes for guessing contests are also good devices. Refreshments should be served in or near the fair area.

Mimeographed booklists with good, short annotations are valuable aids. Students, teachers, and librarian might cooperate in this project. Ideally, the lists should be distributed in advance as well as at the fair itself. Titles are usually grouped by age levels for elementary schools and by subject for high school.

Helps for Selling Books

The program should, of course, assist in selling books. The most important point, however, is that the salesmen know the books and that the public has confidence in their knowledge and taste. It is therefore essential that the teachers have opportunity to read or at least examine many books before the fair. If teachers have had courses in children's and adolescent literature and are able to talk about books with enthusiasm, the success of the fair is largely assured. As before mentioned, students who have previewed the new books will help sell them to parents and friends.

However, salesmen should not be so much in evidence that the atmosphere of a bookstore is created. Patrons should not be solicited nor salesmen hover. If possible, chairs should be provided for comfortable browsing.

Many schools have used to good advantage a mimeographed slip clipped to the front endpaper bearing the message: "This copy of — has been sold to —. Others who wish to order copies may sign below." Not only does the psychology of deferred payment operate in this case but each signature becomes a recommendation for the book.

Rewards of a Book Fair

It is certainly true that a book fair is much work. But it has been well said, "The book bazaar is an activity that warrants the attention of every person who is interested in promoting the read-

ing and the ownership of books."³

The ideal fair manager should be both daring and prudent, love books and people, have a fine sense of humor and the ability to inspire others. In addition, he should be a practical psychologist and an artist. Be not dismayed, however, for many good fairs have been staged by those blessed with only some of these qualities.

One librarian writes, "The greatest reward of the book fair was the tremendous spirit of co-operation, the willingness of so many to help, the interest created not only in the school library but in books and libraries in general."⁴

It has been said that books are bridges. Book fairs are also bridges to bring books to readers for the enrichment of their lives, intellectually, socially, and spiritually.

³Stefferd, Alfred, ed., *The Wonderful World of Books*, New American Library, 1952, p. 224.

⁴Brown, Elizabeth, "We Had a Book Bazaar," *Library Journal*, 76:1880, Nov. 15, 1951.

American History

Sister St. Simon, O.S.U.

Toledo 10, Ohio

Columbus lived in Italy,
And a brave sailor man was he.

Good Isabella, Queen of Spain,
Gave him three ships to cross the main.

He sailed out to an unknown land
And there he found an Indian band!

From England, France, and Germany
White people came across the sea.

Then for our land they fought and won,
Led by brave George Washington.

And that is how there came to be
Americans like you and me!

This verse may be used as a part of a Columbus Day program, or for any patriotic occasion. Five children, dressed to represent the people mentioned, may each recite one of the first five verses. The child who says verse four may be dressed to represent one of the nationalities mentioned, or he may hold flags of the different nations. A group of children in ordinary dress may say the last verse.

Bible Week in the Elementary School

Catholics in the United States will be observing Bible Week, February 6 to 12, this year. Why not observe Bible Week in the elementary schools? Are not the Bible stories ready-made gems for our children? Is not the Bible, in a sense, the biography of God as we know Him, or better perhaps, His autobiography?

Teaching Material

Elementary school teachers will find Bible Week a rich source of teaching material at their various levels. First of all, the story of the printing of the Bible itself: the need for the Bible for the poorer classes; the exciting story of the discovery by Johann Gutenberg of the possibility of using movable type; the first printing press planned by Johann; the story of his success; the continued story of what happened to the copies of the Bible printed in that little shop 500 years ago. Even small children could make copies of the letters of the alphabet on pieces of paper and arrange and rearrange them to make words. Block letters from the kindergarten could be used to show the principles of movable type. Older children could construct a simple printing press of the kind Gutenberg first used. Blocks of wood could be carved by older grade pupils and actually used in printing, to give a "feeling" and develop a sense of gratitude for the marvelous work men and women have done in the past 500 and more years in improving upon Johann's idea. This study of the printing process might well be climaxed with a visit to a publishing house or a newspaper press to show how the old idea is still the basis of the most modern of printing methods. This would also tie up with Catholic Press Month and be a fitting preparation for Catholic Book Week.

Social science classes could study the effect on history and ideas of this wonderful invention. Movable type was first used on the Bible, and that is a great thought in itself. That was in the Age of Faith. It was not long afterward that this mighty weapon of print was used against the Faith and God, but it is still a powerful means of waging God's battle in the world of ideas and men.

Sister M. Immacula, O.S.F.

Archbishop Cushing Ed. Clinic
Boston 16, Mass.

Various Catholic Bibles

Then, to get to the heart of the matter, the Bible itself. The religion class, of course, will provide plenty of opportunity at all levels of instruction. The story of the Bible as given us by St. Jerome (the older children could have the various versions explained and here would be a good opportunity to explain the necessity of *imprimatur* and its meaning) and a short history of its existence up to the latest American editions, which could be pointed out and encouraged in the home. Many parishes will have special Bible sales in connection with the celebration of Bible Week. Both Old and New Testaments deserve rightful honor. The history of the Jews will provide opportunity for the implantation of ideas of tolerance and Christian equality of person.

True Stories

The art of storytelling should flourish during Bible Week! The precious gems of short stories; the glorious dreams; the exciting tales of wonderful strength in Sampson and David, and the courage of Daniel—to say nothing of the parables in the New Testament; the ever-delightful Nativity story; the Eucharistic Drama; The first Mass on Calvary, the wonderful "surprise ending"; and the early days of the Church with its first Christian heroes and heroines. Surely there is no dearth of material here! True, we do not have the lovely books already made for us, but could we not tell the stories on the various levels and have the children do their own illustrating? What a lovely "Children's Bible" such a project might produce!

Illustrations also lend themselves to the production of movies, friezes, paper cutting, and all forms of art. Wouldn't a Noah's Ark project be just as enticing as the very common circus found in many classrooms?

Think of the exciting days of planning building the ark according to God's own blueprint. Why not try a real scale model following the directions exactly as possible and probably even launching it in the school pond, or in some conveniently nearby water? Names of animals and the writing of them could correlate with language and science classes.

Various Activities

Or the story of Creation might prove an interesting project for papier-mâché. It would also provide material aplenty for the language and science classes. A movie made by the children could provide motivation for these same classes. The possibilities seem to be limited only by time.

The Psalms

Another probably much neglected part of the Bible ought to come into its own in our classrooms—those beautiful poetic gems found in David's songs. Mary Fabyan Windeatt's *Songs of David* (Grail) might be used as a sort of springboard. The plunge into these refreshing waters will result in many a thought to carry for future years. And do not forget the *Benedicite*.

St. Paul's Letters

Could the older graders probably have the letters of St. Paul correlated with their annual letter-writing unit? Maybe he would provide the oft-sought ideas to supplant the ever-recurring "What I Did During Vacation" letter.

We could go on indefinitely it seems, for is not the Bible the source and fountainhead of untold riches? All too often these riches lie ungarnished. Why not begin this year to make an effort to plumb the depths and help our children to a better understanding which will lead to a deeper appreciation of the Bible, and with it, of our faith and all it means to us. Bible Week is conveniently placed at the beginning of the pre-Lenten preparation. Why not make this Lent a "Bible" Lent with its beginning in Bible Week. And watch the children on Easter Sunday emerge with a deeper love of the life of Christ and His Church.

CATHOLIC SCHOOL JOURNAL

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GOD IN THE DISCUSSION OF EDUCATION (No. 2)*

The Bishops 1954 Statement — No. 1.

In the October issue of the CATHOLIC SCHOOL JOURNAL, we wrote an editorial under the above heading pointing out the confusion and variety of meanings given to the word "God," even by those who believe education must be "God-centered." We pointed out the discussion in Kenneth Brown's *Not Minds Alone*:

"It will mean, however, a continuing referral of the disciplines to the educational center so that God — according to whatever interpretation shall be

*This is the first of three editorials on the Bishops Statement of 1954. The other two editorials will deal with Materialism Is the Enemy, and Victory — Our Faith.

given: for the Christian, the Father of Our Lord and Saviour, Jesus Christ [Trinitarian or Unitarian]; for the Moslem, Allah; for the secularist, man's highest Good; for the pagan, an exalted self — God — will be revealed in the disciplines of the curriculums" (p. 123).

We pointed out, too, the concepts in the first report of the American Council of Education, in which the concept of God is said to range "from a highly personal to abstract philosophical terms, from emphasis on the transcendent to emphasis on the immanent, from a frankly supernatural conception to one that endows the cosmos itself with spiritual purpose and power."

The purpose of the editorial was to issue a warning about the use of the word "God" in educational discussion. We must be on the alert in discussions that say they are "God-centered," when the meaning of the term is so chameleon as it is, and no definition is given as to the meaning accepted in the discussion. Persons who presumably represent Catholicism on Commissions particularly must be on their guard in signing these "co-operative reports."

The Hierarchy of the United States identify the enemy in our whole social life as materialism, the worship of creatures, the giving to creatures, human and material, the worship due to God. In the contemporary situation, the condition is one not so much the denial of God, as just ignoring Him. The Bishops felt it necessary, therefore, to meet the situation not only by condemning atheistic materialism but directly by a statement on God. Preceding and introducing a magnificent statement on the era of Christ, on Christ as Prophet and Teacher, on Christ as Priest and Mediator, on Christ as King of kings, Lawgiver, Ruler, they say:

"Shallow men prattle of a shadowy world spirit or essence of things; of a dim projection of the ego, of a hypothetical construction of the mind for the purpose of explaining the hidden laws of nature. The reality is so inexpressibly greater, warmer, more uplifting, more comforting, more profoundly influential in our lives. God is. He is self-subsisting, perfect Being. He is personal God, all-wise, all-powerful, all-good, all-just, all-holy. He is changeless, eternal, infinite. He is one God in three Divine Persons. He created us innocent and holy. He redeemed us after our fall into sin. He sanctifies us. He is our beginning and our final purpose or end. He loves us as our Father with a tender love, and He wants our filial love in

return. He gave us His Son as our Brother, and with the love that surpasses all other loves, our Brother laid down His life to give us life eternal."

The Bishops then add the catechism statement as summing up in three luminous propositions our relationship with God: We were created to know Him, to love Him, and to serve Him. This is, of course, too, the end of education, no mere "life adjustment" so loudly vociferated in all kinds of secondary schools. — E. A. F.

BOOKS AS TEACHERS

The slogan for Catholic Book Week, 1955, is "Beacons in a Troubled World." Good books are indeed beacons, but the beacons will not guide unless the sailors understand their message and set their ship's course aright. Good books are plentiful; the work of the teacher and the librarian and the distributor is to get helpful books into the home.

Children need books even in their preschool days. The many fine picture books for tiny tots arouse the desire to read and contribute to the reading readiness of the child — for which children, teachers, and parents wait anxiously during the first weeks or months in school. The many fine religious books for children available at the Catholic bookstore are wonderful helps to parents in teaching the truths of our holy Faith and the proper reaction and co-operation expected from the child. Teachers can help the parents to get such books.

The child should have his own bookshelf at home, to which he may add the books he acquires. When he wants to know more about what he finds in his catechism or geography or even arithmetic, perhaps one of his books will add to his knowledge. Certainly he can get a helpful book from the school library; if he likes the book very much, perhaps he can get one for his own bookshelf.

School and home libraries filled with wholesome, interesting information and stories on the child's level are natural antidotes for the comic-book plague that has been worrying parents and teachers and policemen. We may add here, that there are now available some excellent juvenile publications in comic-book form, teaching religion and civic virtue. These may be included in the child's library, but should not monopolize the space. — E. W. R.

Educating Children to Read Catholic Periodicals

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Catholic periodical reading judged on the basis of actual distribution is certainly not as widespread as is desirable. Only four out of some four hundred different magazines reported by the CPA directory enjoy a circulation of more than half a million each. Even when all the circulation figures are combined, taking into consideration duplication, it can be safely said that the reading needs of the 30,000,000 Catholics of this country are not being satisfied.

This situation certainly represents an important problem for the Catholic press. And it deserves study and evaluation from the angle of what part schools can play in improving this picture.

For example, an investigation of periodical reading in a Catholic high school made a few years ago indicated that secular magazines absorbed the lion's share of the current reading time of the boys. In fact, 10 non-Catholic magazines were read more frequently than the most popular Catholic magazine.¹

The indifference of Catholics to "matters of vital interest to the Church" was discussed recently by Most Rev. Thomas K. Gorman, episcopal chairman of the N.C.W.C. press department in speaking to a regional meeting of the Catholic Press Association. Bishop Gorman, a former editor himself, cited as a reason for this indifference the fact "that they (Catholics) were not prepared to take an interest while they were still in school." In addressing the magazine and newspaper editors at the meeting, Bishop Gorman said:

"One of our chief objectives as journalists interested in the greater effectiveness of the Catholic press must be to impress upon those who control our Catholic educational system the need of developing this

taste and this interest for the things of God and His Church.

"Anything that can be done in the way of a program to develop interest and understanding of the Catholic press on the part of the pupils in our Catholic schools and colleges is devoutly to be desired and should be carried on with the greatest interest and effort."

Problems in Reading

The causes for inadequacies in reading need to be considered. Such questions as the following require study. What types of materials should be presented in Catholic periodicals? How can Catholics be motivated to read them? What kind of current materials benefit parochial-school children most? It is impossible, in this short article, to suggest complete answers to these questions, but Catholic publishers and teachers should be concerned with the motivation and guidance of children to acceptable reading. The teacher must appraise each child to determine his interests, powers, deficiencies, and difficulties. She must understand the tremendous differences in children's abilities, which are as great as ten to twelve grades sometimes in a fifth- or

sixth-grade class. She must teach every child in accord with his needs, interests, and powers. Each child must be motivated to want to read. Children will not read uninteresting materials freely. Likewise, the Catholic press, as well as the Catholic teacher, must understand child needs and interests and accommodate them.

Objectives of Teaching Reading

Whether a teacher is guiding a child to read a book or to use a periodical in any subject, or whether she is teaching oral or silent reading, she should strive to achieve the following objectives:

1. Provide "rich and varied experience" through books and periodicals.
2. "Arouse keen interest in learning to read."
3. "Cultivate strong motives for and permanent interests in reading."
4. Guide the child to develop desirable attitudes and good habits in reading.
5. Elevate children's tastes in reading, and educate them to discriminate the worthy from the unworthy in selecting books, magazines, and newspapers.
6. Acquaint children with the sources of reading materials.
7. Develop child independence in skills and mechanics of reading: phrasing, vocabulary power, pronunciation, enunciation, and use of phonics.
8. Teach the child to organize and evaluate content.
9. Teach the child to read orally and listen attentively.²

²See *The Twenty-Fourth Yearbook*, Part I, *The Thirty-Sixth Yearbook*, Part I, and *The Forty-Eighth Yearbook*, Part II, of *The National Society for the Study of Education*, for excellent discussion of reading aims.



Eager students respond to a question raised by the teacher while reading the third-grade edition of *Our Little Messenger*.

¹Edward F. Donahue, S.J., "A Study of the Leisure-Time Interests and Activities of Catholic High School Boys," unpublished master's thesis, Fordham University, New York, 1946, pp. 121-128.

Materials of Instruction

The reading program, which should be positive and systematic, cannot be considered at proper length here. Worth-while books and periodicals should be supplied and utilized positively to offset the appeal of shoddy books and periodicals of ill repute. Materials of intrinsic value and interest based upon truth, reality, and religion should be provided to foster the Christian democratic way of life. Such materials properly graded ought to be employed in the first grade of school and throughout the elementary, secondary, and college periods. Crime comics, for example, have been shown to be anti-American and anti-Catholic, but children read them because they sometimes are exciting, frequently depict physical might as a desirable goal, and oftentimes make adults seem ridiculous.³ On the contrary, they are really barren of practical or cultural worth. Because these bad types of literature have a deleterious effect upon youth and lead to perverted reading tastes, they must be counteracted by good books and good periodicals of powerful interest and dynamic value.

Some Acceptable Periodicals

Our Little Messenger, the *Junior Catholic Messenger*, and the *Young Catholic Messenger* are examples of weekly periodicals which are highly acceptable in reading, in social studies, in history, in geography, in religion, and in language instruction in the parochial schools; they have also an important mission in catechetical work with public school pupils.⁴

Other excellent periodicals, such as *Treasure Chest*, *The Catholic Boy*, and the various *Mines*, because they are different in format and appear less frequently, are not discussed here for lack of space.

Our Little Messenger, published in three separate editions, provides excellent developmental reading in several subject fields for children of Grades 1 to 3. They are highly useful also, because of their fascinating content, in remediation up to Grade 8. The *Junior Catholic Messenger* and the *Young Catholic Messenger* are graded to meet the needs of the middle grades, upper elementary school, and junior high school.

The *Messengers* provide news which is interesting and original. Every week a wide variety of materials is presented to young readers. It should be emphasized that the weekly periodical is highly opportune in training the child to read current literature.

Articles in these magazines entice the slow learners as well as the ordinary and the gifted. Children enjoy, for example, "The Magic Carpet," "The Magic Horse," "Little MacGillicuddy," "Meg and Greg," and "Father Jim's Letters."

The separate editions of *Our Little Messenger* present stories of Jesus Christ, His Blessed Mother, and religious events and conditions in a most fascinating manner. From them, children learn much about the Catholic faith. For example, in a recent issue, a revealing article on "Christ the King," presented pictorially and contextually on one page: "Christ of the Andes"; "The Light of the World," (in Washington, D. C.); "Christ in Brazil"; and "Christ in Alaska." This article appealed to children on several levels.

The *Confraternity Messengers* this year have been explaining in simple language the Commandments of God. They tell of amazing miracles, of cures, of the dead raised to life, of healing, of forgiveness. They motivated devotion to Mary during the Marian year, devotion which will remain with many during their entire lives. They described several beautiful shrines

dedicated to Mary. The *Confraternity Our Little Messenger* covered the questions and answers of the *Baltimore First Communion Catechism*.

All the *Messengers* show the value of prayer in a way which causes young readers to want to pray. They tell stories of the saints and of other great men and women; they present considerations for celebrating saints' days, feast days, and birthdays.

If adults generally are to read effectively in life outside the school, they must be taught systematically to read in school. If adults are to read high quality materials, they must be taught as children to search out, to locate, and to read materials of worth. If Catholic people are to read Catholic magazines and other magazines of high value, they will do some more universally and more effectively if they are introduced to Catholic periodicals—newspapers and magazines—while in school. Such a habit practiced in school will carry over to adult reading and will make life more worth living. Directed reading of the *Messengers* supplemented with the less frequently published periodicals for children achieves these purposes.



LEARNING TO MAKE BOOKS

Nicolette Meredith Stack, author of the recent juvenile favorite, *Pierre of the Island*, entertains a class of St. Louis grade school children at a national book week program in a St. Louis book store. Displaying a sample unbound book, Mrs. Stack recounted the development of her book from the writing stage to the finished bound copy. The interest of the young in books was displayed later during the program when some of the group "turned the tables" on the author with their own "books" prepared as class projects.

³See Paul Stellema, "Adolescence and Comic books," *Progressive Education*, 31:216-218, May, 1954.

⁴*Confraternity Messengers* have been particularly designed for Catholic children in public schools. All *Messengers* are published by Geo. A. Pfau, Publisher, Inc., Dayton, Ohio.

Expressional Writing in High School

For the past two years it has been my pleasure to teach in a high school so old-fashioned or so progressive—you choose the label—that the principal, who believes that the students learn to write by writing, insists that each English class begin with a daily theme to be written in five minutes on a subject to be announced by the teacher. The “theme” being, of course, just a well-organized paragraph.

The plan has won enthusiastic support despite the increase in papers to be corrected. A natural desire to share what appears to be a working idea with fellow teachers was further stimulated by reading the curriculum bulletin entitled “Developing Children’s Power of Self-Expression Through Writing,” published last year by the board of education of the city of New York. The latter is richly rewarding reading for all teachers although it was designed primarily for the elementary level. *Expressional writing* is explained by the bulletin to mean “the writing done by children when they express their own ideas, their reactions to the opinions of firsthand and vicarious experiences.”¹

The bulletin further states that expressional writing is encouraged and highlighted in the elementary school because:

It provides an outlet for the child to express his thoughts and feelings and to release inner tensions.

It provides a means of bringing to the surface the personal values by which he lives so that those concerned with the child may understand him better.

It produces inner satisfactions and adds to his confidence and poise.

It gives impetus to further expression by arousing his awareness of the value of his own thoughts and feelings.

It induces greater appreciation of the beauty in written expression.

It provides practice in improving the mechanics of written expression.

It enlarges an effective vocabulary.²

Sister M. Coronata, R.S.M.

St. Mary’s High School
Sandusky, Ohio

From the limited experience and observation of two years with expressional writing at the high school level I believe that the above reasons are equally valid in relation to the high school student. The rebel who always questions the teacher’s authority can apparently release his inner tension by beginning as one did on an assigned topic:

“If stupid topics were music, this would be the whole brass band.” With that out of his system he proceeded to let himself go and developed his topic in a very creditable fashion.

Frustration finds an easily accessible safety valve when a boy can write, “I am sort of disgusted today; comes Christmas and the Sisters really pile on the homework and I mean pile it on.”

Personal values are brought out in themes and there is no other single means which one finds more helpful in understanding students than their own writing. It was a boy easily led who wrote after a painful but maturing experience:

“Friends are golden; that is the good ones who will stick up for you and show loyalty. Good friends usually mean good company and this keeps us in grace. Mothers, fathers, and teachers can’t choose our friends; this is up to us.”

Students sometimes realize that the teacher can better understand the minds and emotions of her students from their expressional writing, or as one boy phrased it, “Sister can tell your line of thoughts.”

There is a certain amount of wholesome interest aroused by the fact that the student never knows the topic. This is evidenced by the eager question even before the bell rings, “Sister, what’s our theme topic today?” One girl wrote:

“There’s never a dull theme topic in English this year. There’s never a repetition of topics either. It is very interesting

to walk into English class never knowing what to expect.”

Another expresses herself in similar fashion: “The one thing I like about English class is the daily theme. You never know what it will be. Sometimes it is a religious one, comical one, or one where you have to use your imagination.”

The daily theme is a flexible tool in the hands of the teacher. When our school paper campaign showed slackening interest—our paper is called *The Bell*—the mere assigning of the topic “Ring the Bell” and the reading of several themes aloud by the students stirred up interest as no teacher preaching ever could have done. When the beloved old pastor died and the atmosphere in the classroom was heavy with unexpressed grief, adolescents who could never have expressed themselves orally, wrote sincere and touching tribute to the respected old priest. The high spirits of a preholiday class period can be channeled quickly by the right topic. Themes with titles such as “Christian Courtesy,” “Co-operation,” “Tardiness,” can drive home a point. Sometimes titles like “Black or Red,” on report card day—we use red ink for D’s in our school—can bring forth some very clever writing.

Prudence and tact direct when and how often themes shall be read aloud by the students. The student who has one of the worst cases of sophomoritis in the school once dropped his “chesty” manner long enough to read humbly from his theme, and apparently without any embarrassment, “Sometimes sophomores think that they know more than their parents and teachers. I would be better off if I prayed a little more.”

Of course, expressional writing does not eliminate individual differences. The student who found writing more difficult than most students wrote:

“The purpose of a theme is, no doubt, to give us daily practice in the arts of composition, grammar, and spelling. Most likely it will also aid us in acquiring speed of expression. However, it is annoying to those of us who are slow in reducing ideas to words.”

¹“Developing Children’s Power of Self-Expression Through Writing,” *Curriculum Bulletin*, 1952-3 Series, Board of Education of the City of New York, p. 1.

²*Ibid.*, p. 2.

Another student wrote: "It seems that I never can think of anything to write or make up. My themes usually aren't worth reading."

About 20 per cent of the papers are corrected in a week. It is only rarely, however, that the other 80 per cent are not read or skimmed. Occasionally a short personal note is written on the theme paper to the student. Guidance of this type is rather specific and often proves rather effective. Students, too, seem to like the personal interest shown by the note.

It was an "average" student who wrote what I consider is the typical response of the sophomore class to expressional writing. She began:

"Sometimes we have a theme that will be real simple to write on and you won't have to rack your brain much at all, but on other occasions it will be hard to think of something to hit it off just right. Some-

times our theme topics are very serious while at other times they are amusing. Whatever they may be I always look forward to coming to English class and finding out our theme for the day. The funniest daily theme I can remember is 'My Favorite Hairdo.' I never will forget the look on a few boys' faces when Sister chose that one."

Students like expressional writing. They like the chance to voice their opinions on subjects pertinent to their own experiences. Frequently they express their wonder at the variety of clever ways in which other students develop the same topic. The practice of daily writing helps students to write material in other classes. It ends the pencil chewing period which precedes most student writing. It is a useful device for bringing interest, humor, challenge, and student-teacher rapport into the English class.

Program for A Charm Personality Club

The many requests which have come to us in answer to the article "The Charm Personality Club" published last April are evidence of the need many teachers feel for such an activity. We submit the following program in the hope that it will prove a workable tool for those Sisters who are anxious to do something tangible to help our girls achieve proper ideals for true Marylike living. Today our world sorely needs women who will dare to be different. Our Catholic girls are willing and anxious to follow Mary. They just need the proper knowledge and guidance. They are surrounded by so many conflicting ideas and ideals. A Sister teacher, or a good Catholic lay teacher, who understands these needs can straighten out the crooked paths and give these girls right attitudes and values.

Organizing the Club

Once you have decided on a course of action and definite aims to be achieved, call a meeting of all girls interested in a Charm Personality Club. Suggest that they name your club—and suggest that they adopt a motto. Ours is "More Marylikeness in women for more Christlikeness in men." Another challenging motto is "Dare to be different." Stress the point that you

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Central Catholic High School
Troy, N. Y.

want only those girls interested in the aims you have explained, to become members.

Follow this general meeting with registration day or week, when each girl is asked to fill out an application blank. We have the girls sign name, home room, hobby; why they want to join the C.P.C.; and do they intend to follow its aims to the best of their ability. We then set a definite day and time for meetings.

For the first eight or ten weeks we concentrate on a good-grooming program. We use films and filmstrips and sometimes invite a qualified speaker to advise our girls on proper grooming habits. Since the use of cosmetics is definitely part of a girl's grooming today, we teach them that cosmetics are for use, not abuse. It is much better to teach girls how to use cosmetics wisely than to forbid them the use. A thing forbidden becomes a thing desired twice as much. We stress that the "natural look is the sweetest look." Cosmetics, if used, should emulate the natural look.

Soul Grooming

There is ample opportunity during these weeks for the moderators to do a bit of soul grooming. No matter how much care a girl puts on hair style, clothes, and general appearance, her real sparkle comes from within. Her soul glows through her eyes and in her smile. Purity, wholesomeness, truth, and honesty are inward ornaments which give the outward adornments their real beauty. Personality is the sum total of an individual. To have a personality that will scintillate and attract, inward grooming of heart and soul must be as important to a girl as the outward grooming she gives her person.

Our girls want to look nice. Many times they go to extremes in matters of dress and hair styles because they feel that to be stylish one must do as others do. All too often girls will follow fads, not realizing that a fad is not a fashion. Once a girl realizes that certain things, like a school uniform and jewelry, do not go together, she will avoid the practice. When we see something like this, we usually say, "Mary, did you ever see an elephant in a rose garden?" She gets the point—fast.

A Course in Manners

The course in good grooming is followed with a course in manners. Believe us, the girls are thankful. There are so many little things about which they are doubtful. A knowledge of proper manners gives the girls that poise and charm which leads to ease. The importance of the daily practice of good manners should be stressed. A girl can't "put on" manners just to suit an occasion. They must be a habit with her, if she is pleasing at all times. Since manners consist only of acts of consideration for others, the well-mannered girl is welcome wherever she goes.

Here again, the moderator can show that "what is within is easily practiced without." A girl who is building her life on Marylike ideals must of necessity be thoughtful, helpful, and considerate. The practice of good manners is like a boomerang—the rebound bringing happiness to the thrower. Happiness and cheerfulness are natural fruits garnered from the practice of correct manners. Girls are quick to realize that popular girls are girls who are happy, cheerful, and joyous. No girl wants to be a wallflower.

Dating Etiquette

Last but not least we give the girls a course on what we call "dating etiquette." Since dating is the biggest item in a girl's life today, it is essential that she have a

proper set of values before she dates. Many a girl becomes involved in habits that would never have been fostered if she had known certain truths.

Every growing girl should be made aware of the dual standard facing women. She must either follow Mary, and make the world a better place in which to live, or she will follow Eve. We once read a quotation which we use often: "No woman goes to heaven or hell alone." Whether she be religious, mother, or career woman, she will influence souls for good or for evil.

Today more than ever, our girls need proper guidance. Radio, T.V., newspapers, and magazines seek to attract the girl by their insidious allurements and promises. Unless they are taught the positive values of purity, they will of necessity fall prey as Eve did. The moderator of a club like this must be ready to lead these girls closer to Mary by giving them ideals which will help them "dare to be different" in the social whirl. Teach the girls the importance and beauty of sex used the right way. Instill in them correct ideas of boy-girl relationships. Today a girl says "yes" to a boy not because she really wants to—but because she is afraid of losing something she wants. Let her see that by saying "no" she gains something invaluable both to herself and her companion.

Girls must be made to realize that they are the deciding factor on a date. If they have set a value on themselves, the companions will respect the "price tag." Boys are quick to discern real values. Girls must be expert in the art of conversation. Knowing what to talk about very often forestalls a questionable situation. Girls should know certain psychological facts pertaining to boy-girl relationships. A girl who realizes that certain liberties she allows can be a cause of sin to her companion, certainly will not allow the liberties. Only ignorance of the fact would let her continue.

Helps for Moderators

There are so many guides today to help the moderator do a good job in this field. There are pamphlets and brochures and a hundred other aids. Use them, Sisters, and help our girls to overcome the many handicaps they meet in trying to be good. "A nation is as strong as its women are good." We need good women today—women who will dare to be different, who will be truly Marylike, who will uplift and strengthen by their very Marylikeness those who are inclined to follow Eve. It is a challenge which every good girl, properly directed, cannot fail to answer.

The one big project of the year is our fashion show. You can make it anything you like—a silver tea, a mother-daughter communion breakfast, or a social. Just have some sort of a get-together for mothers and daughters. Let the mothers know what your club is doing. It is one way of enlisting the aid of the mothers who, after all, are responsible for many of the things their daughters do. Mothers need to learn what you are teaching the daughters.

How finance such a club? By dues generally. These help defray cost of movies, film strips, pamphlets, and leaflets given to the girls. Each member is given a pledge card bearing the aims of the club on one side and on the reverse, a promise to our Lady to be as faithful as possible. Each member wears a small inexpensive button with the letters C.P.C. A girl who flagrantly disobeys our rule, loses her pledge card and button.

Sisters, if you are really interested as your requests evidence, please work with us to help our girls of today to become the good women needed in tomorrow's world. It is worth everything you put into it to know that you have been an instrument in developing "more Marylikeness in women, for more Christlikeness in men."

Foundation Stones of Catholic Patriotism

Sister M. Augusta, O.M.

St. Joseph's Convent
Portland 5, Me.

The last cry that the Jews raised against Christ when He was arraigned before Pilate was that He was no friend of Caesar. When they would ensnare Him in His speech, and asked Him whether it was lawful to give tribute to Caesar or not, He taught the lesson of obedience to all lawful authority, a lesson which the Catholic Church has taught to her children throughout the ages: "Render to Caesar the things that are Caesar's and to God the things that are God's."

For God and Country

The American Catholic school would fail to achieve its purpose and would become a traitor to its trust, if it ceased to be a

SOURCES OF FREE MATERIAL

1. Procter & Gamble, P. O. Box 687, Cincinnati, Ohio.
2. Bristol-Myers, 45 Rockefeller Center, New York, N. Y.
3. Toni-Wave Corporation, Chicago 54, Ill.
4. Martha Lorraine, Natone Corporation (Charm Round-up, excellent), 1207 W. Sixth St., Los Angeles 17, Calif.
5. Association Film, Inc. (free movies), 347 Madison Avenue, New York 17, N. Y.
6. Spool Cotton Corporation, J & P Coats O.N.T., 745 Fifth Avenue, New York 22, N. Y.
7. Ideal Films, 233-239 W. 42nd Street, New York, N. Y.

VALUABLE MATERIALS

1. Liguorian Press, Liguori, Mo.: *On Saying "No" to Boyfriends; How to Be Pure; What's Wrong With Low-neck Dresses?; When Is Drinking a Sin?*
2. Catholic Information, 214 West 31st St., New York 1, N. Y.: *Teen Talks* series; *Beer and Boys*.
3. Mercy Press, Blossom Road, Rochester, N. Y.: *Catholic Students' Guide* (book of etiquette).
4. Confraternity of Christian Mothers, 227 37th Street, Pittsburgh, Pa.: *Leaflets*: "Mother Talks to Mary," "Modern But Modest," "Printed Poison," "Drive-ins," "Charm Versus Modesty," "Data on Dating."
5. Father Lord, *Queen's Work: Love, Sex and the Teen-Agers*.

nursery of patriotism. Its motto is *Pro Deo, Pro Patria*. The distinctive thing about the Catholic system of education is that, from the primary grades to the graduate courses in our universities, the student faces, year after year, two symbols which should mean more and more to him as the years pass on—the cross of Christ and the flag of the United States.

For the Catholic, devotion to his country and obedience to her laws is not merely a matter of natural honor or sentiment; it is a duty which his religion imposes. His Church teaches him that in obeying the laws of his country, he obeys the laws of God.

But even though the American Catholic were not bound by conscience to be loyal to everything American, he would still love his country with a strong, natural affection. The ties that bind the American Catholic to his country are old and adamant.

Catholic Beginning

The cornerstone of Catholic patriotism in this country was laid in 1492 when Christopher Columbus with the mantle of Catholicity on his shoulders and the cross of Catholicity in his hands, fell on his knees and chanted a *Te Deum* for the discovery of America.

Yes, for this discovery of the New World, a Catholic monk gave his eloquence, a Catholic King gave his treasures, a Catholic Queen offered to give her jewels, and a Catholic navigator gave his energy, his brains, and himself.

Catholic Explorers

Today we love to tell the names of our own on the nation's roll of honor as we lovingly tell the beads of our Rosary.

With Balboa, Catholic patriotism looks upon the Pacific from the peak of Darien; with Leif Ericson it skirts the shores of Vinland; with Sebastian Cabot it views the snows of Labrador; with De Soto and Marquette it discovers the Mississippi; with Champlain it finds the lake that bears his name; with Cartier it sails the picturesque St. Lawrence; with Ponce de Leon it seeks the "Fountain of Perpetual Youth," which materializes in the "beautiful land of flowers."

Catholic Missionaries

With its early missionaries, it blazes the trails of our primeval forests, the cross of Christ in one hand and the banner of civilization in the other; with a Franciscan it finds the salt springs of the Onondago; with the Jesuits it discovers the oil wells of Lake Erie, the copper of Lake Superior, and the lead of Illinois.

Catholic Patriots

We like to recall how years and years before the Colonies began to fight for it in 1776, Lord Baltimore had written into the Charter of Catholic Maryland the inspirational principles of "No taxation without representation."

Another look into the past reveals the encomium of Charles Carroll: "If there was a single Catholic traitor to the cause of the American Colonies in the Revolutionary War, the world has never heard of him."

While Benedict Arnold was accepting traitorous gold from England's king, there was a Catholic officer who refused a bribe of one hundred thousand dollars from Lord Howe, in payment for the surrender of the good ship "Effingham." As he refused the bribe, this Catholic officer said, "Go and tell King George that he has not enough

gold in all his realm to buy a single hair on the head of Saucy Jack Barry!"

Catholic France lent us sixty-six million francs to win the War. Catholic soldiers and sailors under Lafayette, Rochambeau, and De Grasse comprised 50 per cent and more of the American force under Washington that smashed Cornwallis at Yorktown, and forever banished foreign domination from this land.

Father Peter Gibault became a champion of American independence when he associated himself with George Rogers Clark in the contest between the British and the Americans for the great Northwest Territory. He sacrificed every dollar he possessed in the world, to aid Clark in his historic expedition and, from the Government, never received one cent in return.

Priest and Statesman

Father Gabriel Richards, a pioneer priest of Michigan, is honored as one of its most famous founders. He learned the habits

and customs of the Indians who lived there, and visited them in their dwellings along the lake. He established the first printing press west of the Allegheny Mountains. When the University of Michigan began, he was one of its founders and professors. In 1823 the people elected the venerable priest to Congress as a delegate from the Michigan Territory. This is the only time that a priest has held a seat in the House of Representatives.

Fighting, Digging, Praying

Catholic patriotism is no mere lip service. It is practical as well as ideal; industrial as well as militaristic; physical as well as vocal. It calls upon man, woman, and child. Illustration is found in a boy digging potatoes in a New England garden during the Revolutionary War days. When asked by a passing stranger what his family was doing for the country's cause, the boy replied, "Well, father is fighting, I am digging, and mother is praying."

The Psychology of Pupil Encouragement

Cropley Andrew Phillips

The Public Schools
Wilmette, Ill.

There can be no sheltered existences in the modern classroom. The prerequisites of American citizenship cannot be met through learning situations nonrealistic in nature. Such a philosophy, however, is far from adequate for teachers who sincerely want to guide the development of their pupils.

There are boys and girls at any grade level whose degree of adjustment is very low. These boys and girls are many—and only a few are delinquents. Their presence in American schools makes a knowledge of the psychology of encouragement a definite necessity for all teachers. Proper application of the principles of this psychology will tend to assure good pupil adjustment and development.

Assigning Responsibility

Assignment of responsibility is a part of this psychology and plays a part in the

raising of adjustment levels, but there is a pitfall in the use of responsibility which teachers must learn to avoid. It is quite possible for those in need of adjustment help to suffer rather than be assisted through the assignment of responsibilities in a classroom setup. Such a condition can be avoided through not losing sight of the need for making sure that the responsibilities given pupils are duties within the range of their abilities and maturity.

Success in the use of responsibility assignment in classroom situations can be assured best, however, through the building up by the teacher of all possible experience in pupil study. The term pupil study is not nearly as vague as it appears to be.

Efficient measurement of pupil progress grows out of the quality of the study made of the pupils being taught by the person who is teaching. The fact that no two boys or girls are alike will become evident early in such study. The fact that responsibility assignment is not always something desirable and the fact that pupil encouragement is often a more necessary factor will become evident as the teacher acquires more and more experience in pupil study.

This experience will come in handy in the many classrooms in our nation where a survival-of-the-fittest atmosphere exists. The reasons for this atmosphere are not pertinent to the subject of this article but its recognition does tie in with the psychology of pupil encouragement.

If pupils are given responsibilities which they can carry out successfully, the tendency toward selfishness by these pupils will be minimized. While classroom success depends in part on family background, the teacher who creates an atmosphere wherein all class members can look forward to the greatest possible amount of participation in classroom activity will apply the psychology of pupil encouragement in one of its most desirable forms.

Discussing and Deciding

My sixth-grade class at the Logan School in Wilmette, Ill., carried through a language arts project which was illustrative of this important principle. The "room court" in this classroom was intended as a means of providing practice in language usage in a way which would assure the greatest possible class participation. I had encountered little or none of the previously mentioned selfishness in this class during the course of the year but I did have several pupils who needed help in their efforts to participate in group projects.

The organization of the court centered around the solution of a very simple question: Should the use of chalk for games and picture drawing be forbidden at noon, recess, and other times when class was not in session? Our elected room president sat as chief justice and I selected four boys and four girls to sit on the bench with him. Each justice was required to write an opinion of the case. A majority vote of the justices was the basis of the final decision.

Two teams of two boys each were named as attorneys and the rest of the class, eight in number, served as jury members. Court procedure called for the attorneys to present their case for and against the use of chalk. The justices listened and were at liberty to take notes on the testimony being given. The attorneys could call jury members to the witness stand to provide part of this testimony.

It was highly significant that all eight jury members were called even though I did not stress the need for this part of the project. All class members were able to participate in the project in some way and I am able to report that those who had needed help in such participation in the past this time did not require it.

I placed instructions for the court upon

the room bulletin board a few days before the session was held along with a list of assignments for class members as judges, jury members, and attorneys. The assignments constituted a summary of the duties expected of them. The most significant result of the project was the eagerness which was shown by all class members to take the responsibilities of the roles assigned them.

My instructions were brief — purposely — but I was asked only pertinent questions as the work proceeded. Out of this project — in itself an encouragement for all class members to participate in class learning activities — came evidence of ability to assume responsibility and a willingness by each class member to work with all others.

The success of the project lay in the fact that it was a project within the range of the ability and maturity of the class members and in the fact that it constituted an atmosphere wherein all class members could look forward to the greatest possible amount of participation in classroom activity.

Helping One Another

The importance of working in groups is great but at no time should the teacher neglect the individual pupil. Encouragement of the individual pupil while such a pupil is part of the regular classroom setup is a vital part of the psychology of pupil encouragement.

H.K. was a member of my sixth-grade class at Logan who had great difficulty with his arithmetic. He was a boy whose general attitude was very high but whose learning ability caused him much trouble. C.J.R. was a girl with a somewhat similar problem.

Remedial work has its place in the educational scheme of things but it is not the only way to help slow learning pupils. Slow learning pupils have to be members of a social group throughout their lifetimes and isolation from such groups — the school or the family, both dominant in the life of a child — will not help prepare him for life in the larger group which is our nation.

H.K. and C.J.R. were helped within the class setup at Logan to guard against the discouragement which can come from too much group isolation. The nature of this help is best illustrated through applications of two policies which were followed at Logan with great success during the school year.

H.K. was sent to the board to do a multiplication of fractions problem one day in March. He ran into difficulty and I asked C.J.R. to help him while the rest of the class watched. C.J.R. was required to ask H.K. questions about the problem. It

was intended that answering them would lead him to see its solution.

My work in arithmetic is built on the laboratory method of instruction described in an article by myself in the November, 1952, issue of the CATHOLIC SCHOOL JOURNAL. All of my teaching leans rather heavily on the psychology of the question described in another article by myself in the CATHOLIC EDUCATIONAL REVIEW, October, 1952. Part of the laboratory method of instruction in arithmetic allows a student working at a problem in the arithmetic laboratory (the room blackboard) to call on another pupil for help if he has trouble solving his problem. This second pupil must ask questions of the pupil needing help so worded that they will lead the first pupil to the problem's solution.

I required H.K. and C.J.R. to work at the board in front of the entire class. I allowed one or two helpful comments from other class members but for the most part H.K. and C.J.R. worked the problem alone.

The experience of asking questions and answering them in front of a class is something of value which will lead in time to pupils' being able to solve a greater number of problems. H.K. and C.J.R. made such progress after their experience at the board.

My other policy of encouragement called for slower learning pupils to work with faster learning pupils in report groups for social studies. I required various fast learners to work with H.K. in these groups and was gratified by the benefit which the boy derived therefrom. C.J.R. did similar work and was likewise helped.

Too much should never be expected from slow learners. It cannot be emphasized too strongly that such learners will learn if they are given encouragement. This encouragement comes best from an atmosphere wherein all can look forward to the greatest possible amount of class participation without fear. This fear need never be a problem if proper use is made of the psychology of encouragement.

Pupil Interest

While the wrong approach to pupil interest too often marks modern educational procedure, it must be remembered that interest does have a legitimate place in the educational *status quo* and that this principle — recognition of the place accorded pupil interest — does tie in with pupil encouragement. An experience with my sixth-grade science class at Logan will illustrate this important fact.

As part of a review of a unit on elementary biology, I brought cuttings from

different kinds of trees and bushes to class and selected four groups of two girls each to study them for the purpose of applying the science learned in the course of the unit. Each group profited in that they used the cuttings to talk about the various parts of the flower, how seeds developed and blossoms formed, and whatever else was of interest.

The cuttings served as a definite encouragement to the class in its efforts to review the unit without giving any undue emphasis to pupil interest. The review could have been conducted without the cuttings but their presence helped in impressing the basic truths of the unit upon the class.

The principles of the psychology of pupil encouragement can be summarized in the following manner:

1. Encouragement through the assignment of responsibilities must be geared to the abilities and maturity of pupils, if it

is to be encouragement of value.

2. An atmosphere where all class members can look forward to the greatest possible amount of participation in classroom activity will apply the psychology of pupil encouragement in one of its most desirable forms.

3. Encouragement of the individual pupil while such a pupil is part of the regular classroom setup is a vital part of the psychology of pupil encouragement. This principle applies particularly to slow learning pupils.

4. Slow learning pupils can receive encouragement from working with faster learning pupils in group reports. This principle is particularly applicable to social studies.

5. The arousal of pupil interest can be made a part of the psychology of pupil encouragement without giving it a too high place in the educational scheme of things.

Choose those whom you wish to help you display your materials. The booklet must be neat, clearly written, and provided with a cover.

USING PICTURES

Another project suggested is the use of pictures. A picture is given to each child. He looks up a short history of the picture, writes it, and reads it to the class. There were pictures of Bunker Hill, Faneuil Hall, Gloucester Fisherman Memorial, etc. A game could be played with such pictures as follows:

Teacher: Where did you go?

Child: I went to Boston.

Teacher: What did you see?

Child: Faneuil Hall. It is the place where . . .

A UNITED NATIONS PROJECT

In these days of the U.N., interest of the children is centered on the member countries of the United Nations. Miss Conway's children wrote to the Pentagon and to the Rockefeller Institute in New York for the addresses of the embassies. These were received and each child wrote to one address. Some received cartons of materials from the embassy. Here are some of the addresses:

Afghanistan Delegation to the UN, 37-24 147th St., Flushing, Long Island, N. Y.

Argentine Embassy, 1815 Q St., Washington, D. C.

Australian News & Information Bureau, 636 Fifth Ave., New York 20, N. Y.

Belgian Information Center, 630 Fifth Ave., Room 3059, New York 20, N. Y.

Bolivian Government Trade Bureau, 551 Fifth Ave., New York 17, N. Y.

Burmese Embassy, 2228 Massachusetts Ave., N.W., Washington, D. C.

Brazilian Government Trade Bureau, 551 Fifth Ave., New York 17, N. Y.

Canadian Consulate General, Reference Section, 620 Fifth Ave., Room 412, New York 20, N. Y.

Chilean Consulate, 61 Broadway, New York 6, N. Y.

Chinese News Service, 30 Rockefeller Plaza, New York 20, N. Y.

Colombian Embassy, 1609 22nd St., N.W., Washington, D. C.

Consulate of Costa Rica, 420 Lexington Ave., New York 17, N. Y.

Delegation of Cuba to the UN, 350 Fifth Ave., Room 6005, New York 1, N. Y.

Delegation of Czechoslovakia UN, 6 East 67th St., New York 19, N. Y.

Danish Information Service, 588 Fifth Ave., New York 19, N. Y.

Simple Projects in Social Studies

Sometime ago I received the following ideas in an interview with Miss Josephine Conway of Bellows Falls, Vt. The ideas were hers or ideas which she brought from a workshop.

"How do you keep your pupils busy and interested after skills have been acquired in the sixth grade?" we asked.

"In May we use a geography project for all the pupils," she answered. Here are the directions for the child:

UNIT ON A COUNTRY OF YOUR CHOICE

I. Map Work

Make an *outline map* of the country showing its location on a world map and one showing its location on a continental map.

Complete the following maps: physical, political, rainfall, population, vegetation, industrial, export and import, picturesque map, travel map.

Make a large projected map of the country, using an overhead projector. Draw the map on a large sheet of bristol board or paper. Use India ink and tempera colors. Others means of projecting the map are slide and filmstrip or opaque projectors.

II. History and Geography

Write a brief history of the people of the country. Describe their characteristics

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69 South State St.

Concord, N. H.

and customs. Describe the climate of the country and show how it influences the people. Give briefly the facts about the government and the methods of education and tell about the contributions of the country to the world society.

III. Industries

How do the people make a living? Agriculture, manufacturing, mining and lumbering, fishing, commerce.

IV. Capital

Describe the capital of the country in the form of a letter.

V. Class Reports

Report on one of the important products.

Report on a creative worker (artist, scientist, writer, musician, etc.). This may be oral or written or a dramatization.

Report on national leaders and important landmarks of the country.

VI. Exhibits

Make an outline and a table of contents for a unit booklet.

Add illustrations such as pictures, maps, charts, current events, letters, folders, cartoons, graphs, exhibits.

Dominican Republic Information Center,
507 Fifth Ave., New York 17, N. Y.

Ecuadorian Embassy, 2125 Leroy Place,
N.W., Washington, D. C.

Egyptian Education Bureau, 2200 Kalo-
rama Road, N.W., Washington 8, D. C.

El Salvadorian Embassy, 2400 Sixteenth
St., N.W., Apt. 31, Washington, D. C.

Ethiopian Consulate General, 41 Han-
over Square, New York, N. Y.

French Embassy Information Division,
610 Fifth Ave., New York 20, N. Y.

Greek Government Office of Information,
2211 Massachusetts Ave., Washington,
D. C.

Guatemalan Consulate General, 30
Rockefeller Plaza, New York 20, N. Y.

Delegation of Haiti UN, Information
Bureau, 32 Broadway, Room 1006, New
York, N. Y.

Honduras Consulate General, 17 Battery
Place, New York, N. Y.

MY GEOGRAPHICAL DICTIONARY

The children may compile individual
geographic dictionaries and/or a class geo-
graphic dictionary listing alphabetically
such terms as:

continent	pampa	harbor
equator	dikes	vegetation
glaciers	fiords	ice floe
plains	steppes	strait
plateau	stream	river source
degree	commerce	river mouth
delta	veld	prime meridian
channel	cape	semi-arid
dredge	ocean	flood plain
latitude	rugged coast	peat
peninsula	line	seaport
arid	bay	drowned river
reservoir	gorge	mouth or
lake	gulf	estuary
irrigation	tundra	iceberg
textiles	canal	longitude
visa	mt. range	navigable
passport	hill	isthmus
oases	brook	marshes
pipe line	mt. peak	swamp
crater	slopes	bog
lava	beach	continental
volcano	jungle	glaciers
young rugged mountains (N.H.)		
old worn down mountains (Vt.)		

Many terms may be added to this list
when there is need for them. The above
words should not be taught in an *isolated*
way. When the word comes up in the les-
son, it can be added to the list.

Practically all of these illustrations can
be found in old geographies, or in *National
Geographic* magazines. Some enterprising
youngsters saved a few pennies and went
to the local newspaper to advertise for the
above. The editor not only helped them to
write out the advertisement, but didn't
charge them anything. Result: they were
flooded with what they needed.

Finding the Hidden Christ

Sisters Martha C. and Marmion, O.S.B.

Convent of the Annunciation
Bismarck, N. Dak.

ANNOUNCER:

Boys, and Girls. How many of you go
about all day long with a song in your heart
because Christ lives in you? How many of
you try at all times to let Christ think His
thoughts with your mind, speak with your
lips, and act through your body? Isn't it
true that we are forever pushing forward
the "I" into the place that Christ should
hold, instead of allowing Him to do what
He would like, through us? St. Paul knew
how to step aside and let Christ take over,
for he could say of himself, "I live, now
not I, but *Christ* lives in me."

But Christ not only lives in you, He
dwells in every member of His Mystical
Body, in all those around you, so that
every day dozens of times you have the
glorious opportunity of speaking with Him,
being kind to Him, sharing your candy,
your toys, or your games with Him. If you
but have eyes to see, you will know how
to lift the cross from His shoulders, and
heal His bruised and aching body. How?
Simply by helping to lighten the burdens of
those about you. Did not Christ say, "What
you do to the least of these you do to Me"?

The first scene of our program is a
tragedy, for it deals with a boy and girl
who missed their chance of helping Christ,
because like you and me, they failed to see
Jesus, who was hiding in others.

[*Curtain opens. Mr. Adams is sawing a
piece of wood for a step he is repairing. Jim
Adams, his son, comes whistling on to stage,
a football in his hands.*]

MR. ADAMS: I've just been wishing you
would come home soon, Jim, I need some
help with this step.

JIM: Aw gee, Dad, the fellows are wait-
ing for me to play football.

MR. ADAMS: Don't you think that duty
should come before pleasure, Jim?

JIM: Well, none of the other guys has
to work after school. Why do I?

MR. ADAMS: Let's not argue about that,
Jim. To tell the truth, I'd rather do the

job alone than look at that long face of
yours. It only makes my work harder to
know that you are unwilling to lend a
hand. Run along, I'll manage.

JIM: I bet I'm late already. [*Runs off
stage.*]

MR. ADAMS: [*wipes his brow, nails
board to step and then goes into the house
to look for paint. Curtain closes and opens
immediately on family kitchen scene.*
Father enters]: Mother, have we still some
of that gray outdoor paint in the house?

MRS. ADAMS: We used some for the
porch floor last week. Jane, will you go
and look on the lowest shelf in the base-
ment, if there is—Jane, what are you
doing?

MR. ADAMS: I'll get it myself, Mary.

JANE: Betty was using *my* book, and I
told her she couldn't. Just for that I'm go-
ing to spoil hers. [*Scribbles into book with
color.*] There now! And you can't play with
my doll either. [*Takes doll away from her.*
Betty goes away rubbing eyes and crying.]

MRS. ADAMS: You've hurt your little
sister's feelings, Jane. I think you ought
to go and tell her you're sorry. And what
do you think Jesus thinks of you now for
spoilings Betty's nice book?

JANE: Everybody's always picking on
me. [*Stamps out. Curtain closes.*]

ANNOUNCER: Do you think Jane is a
happy girl? And Jim a happy boy? But
one day Jim and Jane saw a movie in
school on the Mystical Body of Christ.
They learned that Christ lives in them, and
in all those who are in the state of grace.
That evening on the way home from
school . . .

[*Jim and Jane enter.*]

JIM: You know, Jane, I felt like a nickel
when I saw that movie today. Think of it,
everything we say and do to others is done
to Christ. I guess I've been treating Him
pretty shabbily.

JANE: So have I. Just yesterday I re-
fused to help Him with the dishes, and
went out to play instead. To think of all
the times I've pulled His hair and scolded
Him, when I was angry at Betty. I'd like
to weep when I think of it.

JIM: That wouldn't do any good. But I
know something that will.

JANE: What, Jim? Tell me.

JIM: We can start right now making it up to Him. You know, Jane, I think it ought to be a lot of fun — just like a never-ending hide-and-seek game. You can't see Him, but if you have faith, you know He's there. He's all around, but hidden. It's up to us to find Him.

JANE: Wait a minute, let me give that time to soak in. He's in Betty. He's in Mom, and in Dad, and — why Jim, He's in you, too!

JIM: God forgive me for the kind of home I've made for Him.

JANE: Didn't you love that little verse that ended the movie:

"The Christ in me
Loves the Christ in you
Because the Christ in you
Is the Christ in me."

JIM: We'll see if we can prove that. Actions, you know, speak louder than words.

[Curtain closes. As curtain opens Mr. Adams enters, carrying pail of tools.]

JIM: Hi, Dad! Couldn't I carry those

tools for you? You look all played out. Seems to me I ought to be big enough now to take over a few of those jobs of yours.

MR. ADAMS: If you really mean that, fellow, suppose you start in by sweeping the garage. Or are the fellows waiting on the ball diamond?

JIM: No, Dad. I told them not to wait for me. Hey, Mom, where's the old broom?

MRS. ADAMS [calls from off stage]: It's in the basement, Jim.

JIM: I'll get it, Dad.

MR. ADAMS: Thank You, Lord, for the lift. It makes me glad to be alive to have a son like that. [Goes off stage.]

JIM: Funny, Lord, but it's *fun* to sweep the garage, when I do it for You. And never let me forget that everything I do is for You. And I'm sorry for the shabby way I've treated You until now. [Whistles and sweeps. Curtain closes. As curtain opens, Mother is washing dishes.]

JANE: Let me wash dishes tonight,

Mother, You look dead tired.

MRS. ADAMS: Thank you, Jane.

JANE: Dad is in the living room listening to the radio; why don't you go, too?

MRS. ADAMS: That will be nice. I can mend the socks while I listen. [Leaves.]

JANE: Mother looked so happy when I offered to help. [Closes her eyes.] Thanks so much, Lord, for this chance to make You happy. Why didn't I realize before how wonderful it is to help You?

JIM [enters whistling]: How're you doing, Sis? Mind if I grab a towel and help?

JANE: Mind? You know better than that, fellow. You know, Jim, it's easy to see Christ in you when you do things like that. That's just the way Christ acted at Nazareth, I'm sure.

JIM: Thanks, Sis. You're not doing so badly yourself. By the way, would you mind helping me with my homework? We have a spell down tomorrow, and I want you to ask me the words.

JANE: Sure thing, Jim. It's fun to help Christ!

Creative Dramatics

The instinct to do, to act, to express himself, is in every normal child. Wholesome living calls for celebration and sharing. There is beauty and zest and social satisfaction and re-creation wherever we may be, if we have but learned to see and react creatively to our environment. For this type of living and learning, programs — creative programs — offer especially serviceable means.

The Creative Spirit

Hughes Mearns, in his book, *Creative Adult*, says, "A gift exists in each one of us, some sort of gift, but we must find it for ourselves."

Reading, including the dramatization that goes with reading, silent or oral, played, is one of the important foods of the creative life. Their creative spirit is easily accessible. It requires only a touch to bring it out.

Jessica Childs tells us how this can be brought about in her book entitled: *Building Character Through Dramatization*. She

Sister M. Henrietta, O.P.

Mount Virgin School
Seattle 44, Wash.

says that play of the children's own creation gives wholesome outlet for their emotions and a happy chance for their expressing them in action. We may be sure that they are their own experiences and on their own levels of comprehension, because they come from the children themselves. We want to utilize the dramatic instinct of childhood to gain poise, self-control, and complete mastery of his environment.

A story that is selected for dramatization must have:

1. *Visual Quality* — full of simple pictorial scenes, and events that will bring to the minds of the children a definite sequence of word pictures, stimulative to action.

2. *Simplicity of Dialogue* — simple, easy to understand vocabulary.

3. *Spontaneity* — The child impersonates without learning any speeches or lines. In most cases there are no stage, scenery, etc.

Select stories that have something to contribute to the children's mental and spiritual life. Stories that talk are good for sense training, while stories that children feel train the imagination; these are dramatic stories.

Kinds of Dramatization

The types of dramatization will vary in accordance with the initiative of the children, the freedom to create which they enjoy, and their past experience in dramatization.

1. *Original* — These are stories that the children make up and give without much planning. They are largely child directed.

2. *Plays Planned* — largely the product of the child's own imagination; higher standards held for final production.

Planning and Directing

Play making or creative dramatics is vitalized experience; therefore the value lies in keeping a dramatization in the act of making just as long as there is real growth. To make it fruitful:

1. Choose a story that is familiar to the group.

2. Talk over the story with the children. Have the important traits of character brought out. Outline the story briefly on the blackboard.

3. Organize into scenes.

4. Try out characters for the parts. Let the children select the part they want to take. Encourage the self-conscious, sensitive individuals who need sympathy and help to take part.

5. Set up standards for the actors and the audience. For example:

For actors: (a) speak clearly; (b) speak loudly enough to be heard by everyone; (c) face the audience whenever possible; (d) portray the character—be that character; (e) use the whole body—head, hands, and the feet, when necessary.

For the audience: (a) listen attentively and politely; (b) keep all remarks until the act is completed; (c) be careful to tell what was well done and to suggest improvements.

While taking part in a dramatization, children so live the part, and are so natural, that language expression is very free. Without stopping to correct them, the teacher will note individual needs and check them in a later period. She should also record interesting expressions used for pronunciation and enunciation, to make a list of new words for their vocabulary.

Then follows a group discussion of needs. This may be a drill period for correction of speech. This playmaking can also aid, besides speech, the body, mind, and emotions.

Speech Improvement Drills

1. *Breathing Drill*—this aids relaxation, which is very important in voice production.

2. *For Relaxation*—have the children relax on the floor if possible, if not, put arms down on the desk and rest the head on them. Soft music helps too.

3. *Vowel Sounds*—help to give the musical quality in the voice. For example, "oo." Make it scary; make it a lovely rainbow; make it the cry of an owl, or a call of an Indian. Take each vowel and drill in this way.

4. *Consonant Sounds*—gobble of a turkey. This is a good exercise for the jaw.

5. *Tongue Twisters*—"six, slim, sleek, slender, saplings" is an example.

6. *Choral Speaking*—is an incentive for clear-cut speech. Many speaking as one, improves the voice and diction.

The teacher has to be ingenious in making it varied and pleasurable, as an incentive to cultivate good voices and clear-cut speech.



Sister Henrietta's Grade 6 at Mt. Virgin School, Seattle, working on exercises in speech and learning the choral reading "The Little Peach," by Eugene Field.

Specialized Dramatics

Forms of dramatics that contribute to growth in creative expression are:

1. *Puppetry*—has a distinct value that it:

- a) Appeals to all ages.
- b) Brings joy to the child. No matter how crudely the puppet is made, it still is effective.
- c) Arouses interest and stirs the imagination.
- d) Makes for closer pupil-teacher relationship.
- e) Aids noticeably in disciplinary matters.
- f) Aids bashful child who centers interest on the puppets instead of himself.
- g) Affords wonderful outlet for stammering child.

h) Stimulates the use of better language.

i) Improves enunciation.

j) Calls for careful organization—clear thinking, good sportsmanship, and a keen sympathetic understanding.

k) Affords an opportunity for the child to make and dress the puppet, making, painting, and designing properties, and scenery—this is art work. It improves interpretation and appreciation of literature.

l) Affords an opportunity for the child to develop individual talents.

II. *Pageants*—These are more spectacular than a play. The attention is centered on setting, staging, and acting, rather than dialogue or plot. Strength lies in getting information, imagining, seeing problems and trying to solve them.

III. *Tableaux*—lacks a play, but splendid for an appreciation of historical or literary events.

IV. *Pantomime*—similar to pageants,



Sister Henrietta's Grade 5 at Mt. Virgin School, Seattle, reciting "Symbolism of the Flag" for Washington's birthday.

but less spectacular. Often given with announcement of any kind of story or event and the audience becomes actively participant by guessing what is being portrayed. I use this in a social studies review. The children enjoy it so much.

V. *Shadow Plays*—Characters play behind a screen stretched tight across a stage in front of the audience. Placement of a light behind actors is a problem to be carefully solved. Pasteboard figures may also be used on small stage.

Literary selections for dramatization are good for children who are overimaginative and those who seem to be without imagination, because of unhappy crushing childhood experiences.

The dramatizing of short skits from books read, following book reports given, is good, and aids to appreciation of good literature. Plays may also be given to improve the school and community's conditions in health and safety; this is another way of using plays with other subjects.

The purpose of this informal dramatization, when used as education, is to give each child an avenue for self-expression, guide his creative imagination, provide for controlled emotional outlet, help him in building of fine attitudes and appreciation, and give him opportunities to grow in social co-operation.

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Guide to Teaching of Oral and Written Language in the Intermediate Grades, by Long Beach City Schools, 1940. This has a list of good criteria for creative dramatization.

Creative Power, by Hughes Mearns. Doubleday, Doran & Co. Garden City Press, N. Y., 1936. Gives the philosophy and psychology of creative work.

Stories Children Need, 1932, Milton Bradley & Co., Springfield, Mass. A good list of stories for selecting plays to be dramatized.

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For the Story Teller, by Baily. Milton Bradley Co., N. Y., 1925. Chapter on the dramatic story.

The Way of the Story Teller, by Ruth Sawyer. Viking Press, N. Y., 1949. Chapter on the art of selecting stories for dramatizing.

Arts in the Classroom, by Natalie Cole. Psychology and methods for creative work.

A Curriculum for the Elementary School, Vol. II. Intermediate Grades from the Guiding in Christian Social Living. Lists literature for the intermediate grades that is good for selecting stories from literature for dramatizing.

SCHOLARSHIPS FOR STUDENTS

Lockheed Leadership Fund

Fifteen four-year college scholarships will be offered to U. S. high school seniors through the Lockheed Leadership Fund this year. Ten of the grants will be offered to those who intend to major in engineering, and five to those who plan to take up business occupations applicable to the aircraft and missile industry, such as business administration, accounting, industrial relations. The awards call for full tuition and fees plus \$500 per year for personal college expenses. They will go to students with "demonstrated or potential leadership."

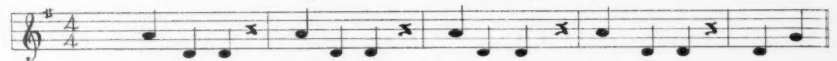
Each of the schools participating in the program chooses a winner through its director of admissions. Scholarships are open at: Massachusetts Institute of Technology, California Institute of Technology, Carnegie Institute of Technology, North Carolina State College, Rensselaer Polytechnic Institute, University of Michigan, Georgia Institute of Technology, Cornell University, Purdue University, Stanford University, Harvard University, Emory University, Pomona College, Northwestern University, and University of Southern California.

Valentine

Cho.



1. I made a lov-ly Val-en-tine and gave it to my moth-er dear.
2. I made a-noth-er Val-en-tine and gave it to my fath-er dear.
3. At night and morning on my knees I give my love to Je-sus dear.
4. In work and play I always try to give my love to Je-sus dear.



Cho. Val-en-tines Val-en-tines Val-en-tines Val-en-tines A-men.

Words and Music by Sister M. Marguerite, C.S.J.

Valentines are a part of the child's life. St. Valentine who died for God's love has a message for each little child. If there has been a commemoration of St. Margaret Mary's feast day, the children already know that the heart signifies love—that Jesus' heart burns with love for us and that He longs for a return of that love. The song *Valentines* is an attempt to put this thought into the mind of a child and keep it there.

To God Through Song

Sister M. Marguerite, C.S.J.

Ascension School

Minneapolis 11, Minn.

A New Interest in Reading

Sister M. Peter, O.P.

St. Paul Convent

Yakima, Wash.

Four little dolls are the absorbing interest of our first graders. Let me introduce you—

John is six years old and in the first grade.

Jean is five years old and goes to kindergarten.

Judy is three and plays school at home. And Jody is the baby who is just learning to walk.

The dolls are named for the main characters in the *New Cathedral Basic Readers* for the first grade.

Each day our first grades expect a visitor. It may be all the dolls or just one or

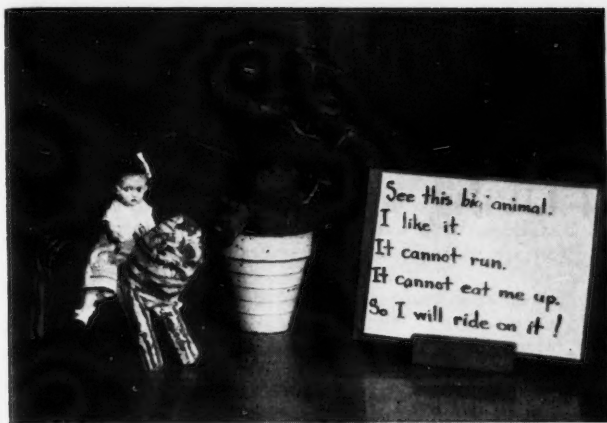
two. The dolls are dressed differently each day and fastened to a wooden stand for security in their travels to five first-grade classrooms. First-grade children carry them from one classroom to the next. The dolls carry a story, four or five sentences long, written in manuscript for the children to read. This has been a very good way to introduce new vocabulary words.

They Teach Liturgy

Many times the story will bring in the liturgy for the week. Recently Judy arrived carrying a tiny statue of Blessed Mother. The statue had a purple cover. The accompanying story read—

"I went to Church. I saw something new. The statues had covers. The covers were purple. They looked like this."

The children enjoyed the story especially because they had shared this experience



These dolls were regular visitors to the first-grade classrooms.

with Judy when they went to church on Passion Sunday.

An epidemic of mumps spread through our school. Jean fell a victim and the next day she was carried to school in her little red bed which has her name painted on it. The story told how Jean had gotten the mumps and that she would not be able to come to school any more until she was well. This aroused that sympathy which is second nature to the small child and each day brought many inquiries about Jean's health.

They Teach Conduct

During Lent, John and Jean gave a good demonstration of sacrifice. John came offering Jean a sucker: "Here, Jean. See this candy. It is for you. You may have it."

Jean replied: "No thank you, John. I do not want it now. I will do this for God." On this occasion two stories were needed, one for each doll.

Since John is in the first grade, he will be making his First Holy Communion with the children. Jean will be getting ready, too. Stories may contain lessons about God, too.

How to Dress

Various seasons become subjects for stories:

During the winter dolls appeared dressed in warmest clothes, ski pants, mittens, scarves, warm coats. Stories were about snow balls, and fun in the snow.

With the coming of spring, the dolls came with new spring dresses and new spring sweaters to illustrate how to dress in warmer weather. Balls, kites, and a jump rope helped to show games to play in warmer weather.

Every little boy likes to play cowboys and when John came to school dressed in cowboy chaps and a cowboy shirt all the first-grade boys vied with each other to be the one to read the story. Not to be outdone, the next day the two girls came dressed in cow girl clothes! A real surprise!

They Stimulate Imagination

During a period when first graders were working with *papier-mâché*, Judy came to the classrooms riding on the back of a fierce looking *papier-mâché* tiger. The story read: "See this big animal! He cannot run. He cannot eat me up. He cannot hurt me.

So I will ride on him." Later on Baby Jody came riding in a box fastened on the back of a giant gray, *papier-mâché* elephant. Children enjoyed this because some of them had helped to make the gray elephant.

They Play Jokes

On April Fool's day a new little girl doll came to visit. Her story, read after many curious inquiries of whom is she? "Who can she be?" was: "Here is a little girl. She is a friend of Jean's. April Fool! It is a little boy. It is John!" This was the funniest April Fool joke of the day. John had fooled them and dressed up like a girl!

These four little dolls have been a great interest and enjoyment for teachers, children, and even parents who have heard about their doings from the children. It is hoped that other teachers will gain new interest and ideas for help in developing reading interest through this short introduction to our doll family. Because they make such a lively appeal to the imagination of the child, John, Jean, Judy, and Jody have been a real asset to our reading program throughout the year.

Correlations in First Grade

Penmanship, Spelling, Composition, Science, and Christian Social Living




Sister M. Euphrosine, S.D.P.

Providence Central High School
Alexandria, La.

UNIT V: PETS

First Week

Letters: bb, tt, sh. Spelling: rabbit, little, she, fish. Composition: A rabbit lives in a cage. See my little fish. My squirrel can jump.





A rabbit lives .
See my little .
My  can jump.

Correlation: *Where they live.* Some pets live in cages (rabbits). Others live in water (turtle, fish). Pets such as cats and dogs live in our yard. We should give them a clean place in which to live.

Second Week


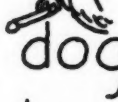
Letters: long i, cask, ending in s. Spelling: ride, likes, pony, come. Composition: My pony lives in a barn. See the pony eat hay. A rabbit eats carrots. Birds eat bread.

Correlation: *What they eat.* Pets depend a great deal upon us for food. They usually eat plants, bread, vegetables, and leftovers. (Stress leftovers from school lunches.) Feed pets twice a day. Watch what you give them to eat. No sweets. Do not give them too much.

My pony lives .
See the pony eat. .
A rabbit eats .
Birds eat .

Third Week

Letters: ng, sw, lk. Spelling: sink, talk, by, swim. Composition: The parrot can talk. My dog can sit up. See the ducks swim. A rabbit can hop.

The  can talk.
My  can sit up.
See the ducks swim.
A rabbit can hop.

Correlation: *What they do.* Pets such as dogs play with us and protect us. We can ride a pony or a horse. Some pets sing for us. All pets give us pleasure and help us to be happy. Be kind to pets and take good care of them.

Catholic Elementary School

St. Sylvester's School at Woodfield, Ohio, is now a central grade school for three parishes, according to Msgr. Grigsby, diocesan superintendent of schools for the Diocese of Steubenville. One parish in a neighboring town has been sending its children to St. Sylvester's for several years and another is now closing its very small school.

Occupational Lectures

At Jesuit High School, New Orleans, La., lectures are being given every third Friday by members of various professions to acquaint students with the work and qualifications of their fields. Juniors and seniors attend the lectures. Rev. E. P. Hecker, S.J., student

counselor, holds personal interviews and compiles data on each student.

Foreign Languages

Children in the University of Pittsburgh's Faulk elementary school are being taught either French or Spanish in their first year. They continue the lessons on up through the eighth grade.

In the first year the instruction is limited to a few minutes at a time, two to four periods a week. The children learn their first words mainly through conversation. They need not worry about grammar until they reach the eighth grade.

Foreign language classes were introduced in the Faulk School in 1953-54, when a group of

first graders received Spanish lessons. This year's first-grade class is studying French.

Parents' Newsletter

The St. Joseph's College Foundation, Collegeville, Ind., has announced the publication of a newsletter to be sent out with parochial school report cards to help keep parents informed on Catholic educational aims and methods, and improve family life and family relationships. The four-page newsletter, "Today's Parents," is to be issued six times a year. It will be written both by and for parents of school and preschool age, in consultation with teachers. The style of the newsletter will be one in which brevity and ease of reading are the foundation; there will be no preaching and no heavy theorizing.

Recent Books for Classroom and Library

WHAT IS THIS LIST?

Although this list has been compiled by the editorial staff of the *Catholic School Journal*, it may be called a publishers' list, because, in general, we have made selections from titles submitted by the publishers of the books. In most cases the books listed have been published or reissued within the past year; some of them are not yet off the press.

The listing of a book is not a recommendation of the book by the *Catholic School Journal*. The mention of a book in this list means that we think it may interest you and that it seems to be worthy of your examination if you are looking for such a book.

You are the judge when you plan to adopt a new textbook or to add to your school library. Most publishers are willing to lend you a book for examinations or to sell it to you on approval.

Following the name of the author and the price of each book, in this list, you will find the name of the publisher, usually abbreviated. A list of the publishers represented is at the end of the list of books.

WHY THIS LIST?

This February, 1955, issue of the *Catholic School*

Journal is the 22nd annual Schoolbook and Library number. February is Catholic Press Month, and during this month also schools will observe Catholic Book Week and Catholic Bible Week. Many of the books we have listed are worthy of special notice for Catholic Book Week.

Another important reason for the Schoolbook and Library number of the *Catholic School Journal* is to aid you in choosing the new textbooks, library books, and reference books you need right now, but especially for the opening of school next fall. Unless you plan this important feature of school administration well in advance, you will suffer the delays, disappointments, and confusion of the last-minute rush to get the tools you will need for your work.

FURTHER HELP

This list contains only books that have been brought to our attention on the present occasion. We have made no effort to include all the books which have been reviewed in our regular book-review columns. The information given in regular reviews is usually more extensive. Other Catholic periodicals supply reviews of books which have not been brought to our attention or we have not reviewed for lack of space. The lists prepared by the Catholic Library Association also are quite helpful.

GRADES I TO VIII

ACTIVITIES

New Colour Cuts

By Minnie McLeish. \$1.85. Bennett.
Making all sorts of things from colored paper.

Dressed Animal Families

By Edith Moody. \$1.25. Bennett.
Cutting, stuffing, and finishing soft toys.

Travel Fun Book

By Frances Keene. \$1. Seahorse.
A book for all the family.

Hobby Fun Book

By Margaret Hyde & Frances Keene. \$1. Seahorse.
Classroom activities and work projects, especially in science and craft work. Also for homebound children. Ages 8-14.

Funday Book

By Hyde & Keene. \$1. Seahorse.
Projects for kindergarten and first grade. Material for slow learners. Homebound program. Ages 5-7.

Pencil Fun Book

By Frances Keene. \$1. Seahorse.
Same as *Funday Book*, for ages 8-14.

How to Make Doll Clothes

By Emily R. Dow. \$1.95. Coward.
A real dressmaking book. Ages 9-13.

Catholic Bible Play Book

An unusual activity book for ages 7-13. Based on stories and verses of the Douay Bible. \$1. Seahorse.

ARITHMETIC

Numbers We See

By Riess & others. Scott, Foresman.
A picture method, number-readiness book for gr. 1. Workbook available.

Numbers in Action

By Hartung & others. Scott, Foresman.
Second-gr. book. Workbook available.

Numbers at Work

By Patton & Young. Three Books: *I Know Numbers*, Primer, 36 cents; *Numbers Are Fun* Gr. 1, 52 cents; *We Use Numbers* Gr. 2, 60 cents. Iroquois.

A colorful, functional approach to arithmetic. Develops number concepts from what the children have learned at home and in the kindergarten.

Understanding Arithmetic

By McSwain & others. Laidlaw.
A book for each of grades 1 to 8, with teacher's manuals and keys. Based on latest research.

Arithmetic We Need (New Ed.)

By Buswell & others. Gr. 3-8. Each \$2.08. Ginn.
Meaning is emphasized. Gradual development. Plenty of oral work, practice, and testing. Diagrams and drawings. Manual and workbooks available.

Numbers (for Liquid Duplicator)

Six sets (gr. 4-6). Each set \$3.20. Continental.
Each set has 30 lessons: *Building in Numberland*, Gr. 4, 1st sem. & 2nd sem.; *Using Numbers*, Gr. 5, 1st sem. & 2nd sem.; *Mastering Numbers*, Gr. 6, 1st sem. & 2nd sem. A teacher's key to each book is free.

Practice Exercises in Arithmetic

By Schlegel & others. 8 books, each 27 cents (net). Continental.

A book of exercises for each grade. Those of grades 4, 5, & 6 are new. The teacher's manual (free with class orders of 50 or more pupils' books) shows the problems worked out. Can be used with any textbook.

ENGLISH

Cathedral Basic Language Program

By Monroe & others. Scott, Foresman.
Integrates oral and written expression with spelling and writing. For gr. 1-3. Teacher's edition of each book available.

The Prose and Poetry Series

The Emerald Book (gr. 3) \$2.08. The Medallion (Catholic) Editions include: *The Sunshine Book* (gr. 4) \$2.40; *The Blue Sky Book* (gr. 5) \$2.48; and *The Firelight Book* (gr. 6) \$2.52. There are 4th editions of *Journeys* (gr. 7) \$2.88; and *Adventures* (gr. 8) \$2.92. Published by Singer.

Language for Daily Use (New Ed.)

By Dawson & others. 7 books, gr. 2-8. \$1.36-\$2.20. World.

Written by distinguished teachers. Develops all the language skills. The 2nd grade book is scheduled for 1955. Teacher's manuals are available.

Words I Like to Read and Write

A picture dictionary for gr. 1, including entire first-year vocabulary of the new *Alice and Jerry Readers*. Paper, \$1.32; Cloth, \$2. Row, Peterson.

Reading Roundup

By Witty & others. 3 books for gr. 7-9. Heath.
They promote progress in reading and supply variety, enjoyment, information. Book III for 9th grade is in preparation.

MUSIC

The American Singer

By Beattie. Am. Bk. Co.
A popular basal music series for grades 1-8, with teacher's guide and accompaniments for grades 2-8. Singing, dancing, playing, listening, creating, and reading.

Singing Teenagers

By Pitts & others. \$2.76. Ginn.
The 8th grade book of *Our Singing World* series. Unison and 2-, 3-, and 4-part harmony. Most have piano accompaniments.

Standard Gregorian Chants

Inexpensive collection of commonly used Masses and motets in modern notation. McLaughlin.

Marian Motets

For 2 equal voices and organ. 20 liturgical compositions. McLaughlin.

Monastery Hymnal

Unison hymns for schools. Contains chant hymns with English words. McLaughlin.

Let's Make Believe

By Surer & Epler. \$1. Presser.

Christmas in Mexico

By Ada Richter. 85 cents. Presser.
English lyrics and illustrations by Jane Flory. 12 Mexican songs with piano arrangements.

American Heritage

By Marie Westervelt & Jane Flory. 85 cents. Presser.

Two new musical arrangements to be published soon.

Highlights of Familiar Music

By Denes Agay. \$1.25. Presser.
75 melodies for amateur pianists.

Your Favorite Solos

Ed. by George W. Anthony. \$1.25. Presser.
The top 20 piano solos.

Choir Boys' Investiture Ceremony

By Paul Hotin. McLaughlin. 1955.

Music for Life, Book IV

By Sister M. John Bosco, C.S.M. McLaughlin. 1955.

Werder-Paul Piano Series

Authors from Catholic University of America. A collection of books containing Catholic hymns, folk-songs, musical studies. McLaughlin. 1955.

READING

New Cathedral Basic Reading Program

By Rev. J. A. O'Brien, Wm. Gray, & others. Scott, Foresman.

A series from pre-reading to gr. 4/1 inc. Teacher's editions and *Think-and-Do Books* available for each grade, also *Cathedral Basic Reading Tests*.

Open the Gate

By Ousley. \$1.48. Ginn. 1955.

A new first reader of the *Ginn Basic Readers: Enrichment Series*. Illustrated in color.

This Is Our Land (New Ed.)

By Sister M. Margaret Michael, O.P., & Mary Synon. \$2.20. Ginn. 1955.

The new, 1955, edition of the fourth book of the Faith and Freedom series prepared by the Bishops' Committee at the Catholic University of America. Begins with children in St. Augustine, Florida, and ends with a baseball game in Alaska. Emphasizes work of the missionaries. Includes stories, poems, exercises. Controlled vocabulary. Includes word list and glossary.

Pleasure Reading Series

By Dolch & others. Each \$2. (to schools \$1.50). Garrard.

Easy, interesting reading for gr. 3 & up. *Fairy Stories*, *Famous Stories*, *Aesop's Stories*, *Old World Stories*, *Far East Stories*. There are also a volume of *Bible Stories* and one of *Gospel Stories*. For the two latter books, of course, Catholic schools would substitute literature from Catholic sources.

Basic Vocabulary Series

By Dolch & Dolch. Each book \$2. (to schools \$1.50). Garrard.

Four books: *Folk Stories*, *"Why" Stories*, *Animal Stories*, & *Dog Stories*. High interest and very simple vocabulary for slow readers.

Dan Morgan — Rifleman

By Ernest E. Tucker. Ed. by Dr. Emmett A. Betts. Wheeler. 1955.

The newest title of the *American Adventure Series*. Dramatic biography of Dan Morgan, Revolutionary

War hero. Indians, riflemen and rangers, and Red-coats. History in an exciting adventure story. Reading level C.

The publishers invite teachers to write for a brochure on the *American Adventure Series*—high interest level books for low ability readers. Includes a large 4-color U. S. Trails Map.

I Work by Myself

By Clark & Elsbree. 48 cents. World.

A workbook for gr. 1. Presents lessons in reading and arithmetic that require visual discrimination, reasoning, judgment, and discovery.

Catholic Messenger Series

Published by Geo. A. Pfäum.

These weekly newspapers and magazines are graded: *The Young Catholic Messenger* (gr. 6-9), current affairs, civics, history, citizenship, religion, science, geography, fiction, poems, puzzles, cartoons. Monthly study guides and three standardized reading tests included.

The Junior Catholic Messenger (gr. 3-6) is planned for younger children. *Our Little Messenger* is issued in three editions (gr. 1, 2, 3).

The Young Catholic Messenger and *The Junior Catholic Messenger* are also issued in Confraternity editions for children not attending Catholic schools.

Treasure Chest

Issued every two weeks by Geo. A. Pfäum.

A Catholic picture-story magazine. Good clean fun, adventure, and instruction in the so-called "comic book" style. Individual issues of *Treasure Chest* have included some wonderful demonstration lessons in religion and the Christian virtues.

Picture Story Books

Published by Geo. A. Pfäum.

Of Such is the Kingdom: Lives of St. Dominic Savio, St. Maria Goretti, St. Agnes, St. Gemma Galgani, and St. Stanislaus. 15 cents.

Behold the Handmaid: Story of Our Blessed Mother in comic-book form. 25 cents.

The World Is His Parish: Story of Pope Pius XII, by Mary Fabyan Windeatt. 15 cents.

Fire of Heaven: The story of Lourdes, by James T. Feely. 15 cents.

The Message of Fatima: by Don Sharkey, 15 cents.

The First Books

By various authors. Heath.

The books are: *Airplanes*, 64 cents; *America*, 80 cents; *Bees*, 72 cents; *Birds*, 80 cents; *Dogs*, 56 cents; *Electricity*, 64 cents; *Horses*, 56 cents; *Japan*, 64 cents; *Presidents*, 64 cents; *Trees*, 72 cents.

Cowboy Sam and the Indians

By Edna Walker Chandler. \$1.68. Beckley.

This is the eighth book of the popular *Cowboy Sam* series. Written for grade 3, it has a vocabulary of 475 words. 128 pp., 15 illustrations in 3 colors.

To London to London

By Bernadine Bailey. \$1.68. Beckley.

A supplementary reading book for grades 5-7.

The Button Books

By Edith McCall. *The Buttons at the Zoo*, Preprimer, 30 words, \$1.28; *Bucky Buttons*, Preprimer, 55 words, \$1.28; *Buttons and the Pet Parade*, Primer, 80 words, \$1.32. Beckley.

Controlled vocabulary; high story interest.

1001 Nights

By Gertrude C. Warner. Scott, Foresman.

Famous Mysteries

Adapted by Sandrus. Scott, Foresman.

These two new books have upper-grade interest and 4-6 grade vocabulary.

Phonics in Action

By Lola Merle Thompson. Allyn.

New series for intermediate grades.

RELIGION

Catechism in Stories

Rev. Lawrence G. Lovasik, S.V.D. \$3.50. Bruce.

Pointed stories conveniently arranged to accompany the questions of the Baltimore Catechism. Intended for all who teach catechism. Each example is applied to the question.



We Go to Mass

Rev. Joseph P. Hedderman. Paper, packages of 10, \$2.50. Bruce.

A simplified book of Mass prayers for children in first and second grade with full-color illustrations of priest and altar boys at different Mass positions.

Jesus Our Savior

By Father Francis. 2 books, each 20 cents. Seraphic Press.

Book I, *The Early Life of Christ*; Book II, *The Public Life of Christ*. Illustrated. For preschool and early school age.

Stories from God's Holy Book

By Josephine Looney. \$1.25. St. Anthony. 1955.

Illustrated Bible stories plus 15 pictures to be removed and colored. Extra sets to be colored available.

Manual of the Parish Confraternity of Christian Doctrine, 9th ed.

Chapter changes to conform to recently released instruction leaflets for CCD activity sections. 50 cents. Confraternity.

Religion Stories for Home and School

75 cents. Confraternity.
Lives of the saints for little children. Correlate with the school year religious instruction manuals.

Religious Vacation School Manual

For grades 6-8. Rev. ed. \$1. Confraternity.
New features: Chapters on how to prepare the lesson plan, religion projects, opening and closing day exercises, suggested daily schedule, music program, recreational program, training children in offering the Mass together, authorized changes for revised edition of *Baltimore Catechism No. 2* and *No. 3*.

God, Man, and God-Man

By Rev. Leo J. Trese. 50 cents. Confraternity.
Vol. 1 of the *This We Believe* series of discussion club texts based on the *Baltimore Catechism No. 3*.

Catechismo de la Doctrina Cristiana

Up-to-date Spanish edition of *Revised Baltimore Catechism No. 2*. Latest information on the Assumption, evening Masses, Communion fast, and fast and abstinence in the U. S. 20 cents. Confraternity.

Our Little Messenger



Our Holy Father Waits Up To Pray

Our Little Messenger



The Holy Family

Our Little Messenger



The Greatest King
The greatest King is all the world
He is a gentle Jesus
He has a gentle smile
When He looks at you
He brings the gifts of love and peace
and makes us all
His Kingdom is the Church
His crown, the stars and
the cross in the night, when
the greatest King is all.

This We Believe: By This We Live

Completely up-to-date edition of the No. 3 *Revised Baltimore Catechism*. Some of the additions are: on Communion fast, evening Masses, the Assumption, fast and abstinence in the U. S. Latest translations of the Scripture references are used. Cloth, \$1.25; paper, \$1. Confraternity.

SCIENCE

Christian Social Living Science Series

By Science Committee & Sister M. Aquinas, O.S.F., & Msgr. Wistenberger, Ph.D. Laidlaw.

There is a book and a manual for each grade from 1 to 6 inc., and books for grades 7 and 8 are in preparation. Through these books the child learns to know God better, develops scientific talent, and builds a basis for advanced science.

Cathedral Basic Science Program

Ed. by Rev. Francis P. Cavanaugh, C.S.C., Ph.D. Scott, Foresman.

Pupils' texts and teacher's editions for grades 1-8. Study Book, *Solving Science Problems*, for *Science Problems*, grades 7-8.

God's World (Series)

A series on science for eight grades prepared under direction of Rt. Rev. Msgr. Leo M. Byrnes, sup't. of schools, Diocese of Mobile. Published by Mentzer.

The first five books are now available. They are: *Looking at God's World* (1st grade, readiness book), 60 cents; *Creatures in God's World* (2nd), 99 cents; *Learning More About God's World* (3rd), \$1.11; *Living in God's World* (4th), \$1.38; *Exploring God's World* (5th), \$1.68. Prices are net. Teacher's manual for each book: 1-4, each 75 cents; 5, 50 cents. Each book prepared by a Sister of the grade.

Science Today and Tomorrow

By Craig & others. Ginn.

Science and You (primer), 88 cents; *Science Near You* (grade 1), \$1.88; *Science Around You* (grade 2), \$2.16; *Science Everywhere* (grade 3), \$2.24; *Discovering With Science* (grade 4), \$2.40; *Adventuring With Science* (grade 5), \$2.40; *Experimenting With Science* (grade 6). The 6th grade book is to be issued in 1955.

Heath Elementary Science

By Herman & Nina Schneider. Heath.

A basal series for grades 1-6. Three books are ready: *Science for Work and Play* (grade 1); *Science for Here and Now* (grade 2); *Science Far and Near* (grade 3). Three others in preparation.

Exploring Science

By Walter A. Thurber. Allyn. 1955.

Textbooks in science for grades 1-6, to be published early in 1955.

SOCIAL STUDIES

Land of Our Lady (series)

Editor-in-chief, Rt. Rev. Msgr. Timothy F. O'Leary. *Founders of Freedom*, \$1.74; *Bearers of Freedom*, \$1.83; *Leaders of Freedom*, \$1.95; *Challenge of Freedom*, \$2.22; *Guardian of Freedom*, \$2.37. Benziger.

This history series presents American and Old World history on the unit plan for grades 4-8. Each book is by a Sister-Teacher. A teacher's manual for the complete series is available at \$1.

Homelands of the Americas

By Thurston & Hankins. Net, \$2.97. Iroquois.

"Newest in a series of really modern geographies designed and written to give today's pupils a more intelligent understanding of our rapidly expanding world." Geography for intermediate grades. Complete treatment of North and South America. Liberally illustrated. Teacher's guide available.

This is the second book of the *Homelands* series. The first was *Homelands of the World*. The third, *Homelands Beyond the Seas*, to be published in 1955, will cover all the countries of the world except those on the Western hemisphere.

From Season to Season

The social studies material for grade 2, based on activities of typical children in a typical American community. Bobbs-Merrill Co.

In Country and City

Social studies book for grade 3, which may be used as part of an integrated social studies program or as a foundation for geography. Bobbs-Merrill Co.



A book fair sponsored by the Parent-Teacher Guild at St. Francis de Sales School, Salisbury, Md., in December, 1954. The Sisters of Mercy are in charge of the school and Sister M. Clare, R.S.M., is principal.

Man's Way and Times

By various authors. 4 books, \$2.36, \$2.88, \$3.68, \$3.72. Silver.

Tells the story of freedom; builds understanding of our economic system; tells how men have learned to live and work together.

Man in His World (revised)

Four books by Burrows & others. \$2.56, \$3.40, \$3.56, & \$3.72. Silver.

A successful program in geography concerned with people and the reasons for different ways of living; also with relationships between geography and current economics, political, and social conditions.

The Story of Our Country (rev. ed.)

By Barker & others. Row, Peterson.

Interprets the growth of our country from the time it was held by the Indians to the close of the Korean war. As far as possible, stories are woven around the lives of the people who shared in these events.

Breastplate and Buckskin

By George E. Tait. \$2.24. Bennett.

The story of the discovery and exploration of the Americas for 6th or 7th grade by a professor of education. Illustrated with pictures, maps, and charts.

Beginners United States with Geographic Terms

Ed. by Charles C. Colby. Wood rollers top and bottom. \$11.50; other styles, \$14.75, \$17, & \$20. Denoyer.

A simplified map, 64 by 44, for grades 4 and lower, to accompany the *Beginners Globe*.

Land of Liberty

By Harriet H. Shoen. Singer.

A history of the U. S. for intermediate grades. Begins with the Indians and the Discovery and ends with Communist aggression in Korea. Part II considers "Our Forefathers' Way of Life"; "Machines for Americans"; "Our Own Way of Life." Profusely illustrated with pictures and maps. A balanced story of American history based upon sound scholarship.

America Is My Country

By Brown & Guadagnolo. Houghton, Jan., 1955.

Supplementary textbook, grades 7 & 8 and any upper grades and junior high school. Presents our heritage—government, principles, documents, heroes, landmarks, poems, holidays, etc.

Beyond Our Borders

By Nystrom, Jones, & Harter. \$3.88. Rand.

A 5th or 6th grade textbook, blending geography and history and teaching both naturally. Deals with

Canada and Latin America. The abundant pictures and maps are efficient visual aids. A "workshop for *Beyond Our Borders*" a teachers manual, and a key are in preparation.

Lessons for Liquid Duplicators

The following new social studies lessons for reproduction with a liquid duplicator are among the numerous publications of the Continental Press. *Workers in City and Country*, grade 3; *Long Ago in America*, grade 4; *They Built America*, grade 5; *You Build America*, grade 6; *Let Us Travel*, grade 3; *This Is Your World*, grade 4; *This Is Your America*, grade 5; *Our Neighbors*, grade 6.

The first four are history, the second four are geography. Each book has 30 lessons. Price of each is \$3.20. Teacher's key is free.

The Story of Our Country

By Ruth West. Allyn.

A new American history for junior high school.

Eastern Lands Western Lands

By Hughes & Pullen. Allyn.

New fusion textbooks in social studies for the junior high school.

MISCELLANEOUS

Handwriting in Action

For grades 5 & 6. Zaner.

This new companion to *Handwriting in Action* for grades 7 & 8 is an efficient visual aid to better handwriting.

Word Power Through Spelling—Catholic Ed.

By Sister M. Josephina, C.S.J., & others. Six books (grades 2-8). Pupils' books, each 60 cents; teacher's ed., each \$1.80. Silver.

The pupils' books are textbook-workbook; the teacher's ed. are the textbook plus guide, enrichment, and remedial material.

Language Arts Spellers

By Betts & Killgallon. Am. Bk. Co.

Workbook & textbook editions. Teacher's guide for each book. The spellers that ensure pupil interest.

Mes Premières Leçons de Français (revised)

By Frances H. Patterson. Heath.

A preliminary edition of the new revision of a combination picture book and textbook for teaching French in grades 4-6.

Health Action Series

By Wilcox & Brouillette. *Good for You*, grade 4, \$2.20; *Full of Life*, grade 5, \$2.20; *Here's Health*, grade 6, \$2.20. Beckley.

Building for Safe Living (2nd ed.)

By Jamison & others. Heath.

A consumable activity-text-workbook, up to date in facts and figures.

ABC Health Series

By Brownell & Evans. Six books for grades 1-6. Am. Bk. Co.

Through stories they teach the child to understand, appreciate, and practice health rules. Teacher's guide for each book.

Health for Better Living

By Hallock & others. *Health and Happy Days* (grade 1), \$1.40; *Health in Work and Play* (grade 2), \$1.52; *Health and Safety for You* (grade 3), \$1.60; *Growing Your Way* (grade 4), \$1.80; *Keeping Healthy and Strong* (grade 5), \$1.92; *Teamwork for Health* (grade 6), \$2.04. Ginn.

I TO VIII LIBRARY

BIOGRAPHY

Warrior in White

By Mary Fabyan Windeatt. \$2. Sheed.

Life of John Masias, a Dominican lay Brother who traveled alone from Spain to Peru in the 17th century and fought against social wrongs. For children.

Grey Dawns and Red

By Marie Fischer. \$2. Sheed.

A child's biography of Father Theophane Venard, French missionary martyred in Indo-China.

Henry Hudson

By Ronald Syme. \$2.50. Morrow. Feb., 1955.

Life and voyages of the famous explorer. For ages 10-14.

The Childhood of Famous Americans Series, Special School Ed.

Fifty volumes were available in the special *School Edition* as of Feb. 1, 1953. Fifteen further volumes were published in the *School Edition* as of Feb. 1, 1954. This series is winning nationwide acclaim for service in the areas of developmental reading, literature, supplementary reading, remedial reading, library, character development, and social studies. The volumes offer "low-vocabulary-level, wide-interest-range content," which serves in grade 4 and up and extending even to the senior high school level. The publisher has available for quantity distribution descriptive literature and a convenient order form, and has four professional service items available for complimentary distribution to teachers having the Childhood volumes on hand for classroom or school library usage. Per volume the catalog list price is \$1.48; the net school price is \$1.11. Bobbs-Merrill Co.

Dominic Savio: Teenage Saint

Rev. Peter Lappin, S.D.B. \$2.75. Bruce.

Simply and dramatically told, this new biography of a modern boy saint shows how a teen-age boy, who was human enough to be an example to youth today, lived a life that led to perfection.



Martin de Porres, Hero

By Claire Huchet Bishop. \$2.50. Houghton. Life story of Blessed Martin de Porres.

The Fisherman's Ring

By Teri Martini. \$2. St. Anthony. Life of St. Pius X for boys and girls.

St. Maria Goretti

Published by Divine Word Missionary Publications. 25 cents.

Bepi

Published by Divine Word. 25 cents. The Life of Pope St. Pius X.

God's Teenager

Published by Divine Word. 20 cents.

Life of Dominic Savio

Published by Divine Word. \$2.

FICTION

Andersen's Fairy Tales

Illustrated by Elizabeth Mae Kinstry. \$3. Coward. For ages 8-12.

Tales from Grimm

By Wanda Gag. \$3. Coward. For ages 8-11.

Buried Treasure: The Story of America's Coal

By Marion B. Cothren. \$2. Coward. Coal mines and miners. Ages 10-13.

Columbus Sails

By C. Walter Hodges. \$2.75. Coward. For ages 12-14.

The War Whoop of the Wily Iroquois

By Martha Keller. \$2. Coward. Based on an old newspaper account. Ages 6-10.

The Five Chinese Brothers

By Claire H. Bishop. \$2.25. Coward. Classic story for ages 6-8.

Michael's Friends

By Rose Dobbs. \$2. Coward. A cat, a dog, and a pig. Ages 4-8.

The Hidden Garden

By Mabel Bennett. \$2.75. Day. Mar., 1955. A Dutch girl transforms a tenement backyard. Ages 9-12.

Best Friends

By Bard. \$2.50. Lippincott. Feb., 1955. Life in the 6th grade was often unpleasant for Suzie until a French girl became her best friend.

War Chant

By Dee Dunsing. \$2.50. Longmans. Adventure in Second Seminole War in 1836. Ages 12-16.

All Aboard for Freedom

By Marie McSwigan. \$3. Dutton. A story of the Czechs who "borrowed" a train and drove it out of Communist territory. For intermediate grades.

Animals Under the Rainbow

By Msgr. Aloysius Roche. \$2.75. Sheed. Stories for children about animals which played a part in the lives of the saints.

Waterless Mountain

By Laura Adams Armer. \$3.75. Longmans. Life of Navaho Indians for grades 6-9.

The Complete Uncle Remus

By Joel Chandler Harris. \$5. Houghton.

Christian Child Stories

Young readers, parents, teachers, will welcome this new series of tales by two popular children's authors. Bound in durable, three-color paper covers, the books sell for 50 cents. Illustrated. Bruce.

Father Brennan's Tales for Tiny Tots, about a mouse who learned humility the hard way; a boy was always prepared for trouble; and others.

Father Brennan's Treasure Chest of Stories, about a birthday gift for our Lady; a helpful little star; and others.

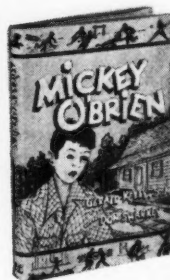
Father Brennan's Christmas Storybook, about an Angel's quest for someone who knew the real meaning of Christmas; a greedy prince; and others.

The Land of Diddleley Da (and other stories) by Msgr. J. D. Fitzgerald. About a greedy monkey; a "regular fellow" who wanted to be a saint; a boy's new "autograph book"; and others.

Pierre of the Island

By Nicolette Meredith Stack. \$2. Bruce.

A story of the adjustment of a French-Canadian farm boy to life in the city, depicting the color and the customs surrounding life in Quebec. Such intriguing personages as Monsieur Clop Clop, the horse, and Bravache, the strutting rooster, who help him to make the adjustment, enter the story too.



Mickey O'Brien

By Gerald Kelly, S.J. and Don Sharkey. \$2. Bruce. Many a high-spirited boy such as Mickey has been steered along the path to righteous manhood by an understanding nun like Sister Rosemary.

General Mickey

Pub. by Divine Word. \$2.25. The story of a dead-end youngster who made good.

Bronko

By Rosa K. Eichelberger. \$2.95. Morrow. Mar., 1955. A Polish boy comes to live in America.

Victory Drums

By Eva K. Betz. \$2.50. St. Anthony. 1955. Last of a series presenting life at home and in the Revolutionary army. Grades 6-9.

American Heritage Series

Thirty junior novels of America's past. Am. Bk. Co.

Christmas Story Book

By Olive Ireland Theen. \$2.50. Bruce. Readers 7 to 10 will find these 18 simply told Christmas stories enchanting. Taken from Gospel accounts, history, legend, and fantasy, all emphasize the real meaning of Christmas. Illustrated.

RELIGION

Saints to Know

By Sister M. Cornelius. \$2.50. Bruce. Twenty-six realistic sketches of men saints who will appeal to both boys and girls.

Our Lord and I

By Catherine & Robb Beebe. 75 cents. St. Anthony. Rhymes and pictures for young children.

Hail the Altar Boy

By Rev. David E. Rosage. \$1.25. Bruce. This small book will give God's "minutemen" a good idea what really famous Catholics in sports and entertainment and noted writers think about altar boys and their privilege of serving Mass.

My Book About God

By Father Gales. 25 cents. Catechetical.

My Guardian Angel

By Father Gales. 25 cents. Catechetical.

Pray the Rosary

By Sister M. Juliana of Maryknoll. 50 cents. Catechetical.

The Seven Sacraments

By Rev. Demetrius Manousos, O.F.M.Cap. 50 cents. Catechetical.

Our Lady's Feasts

By Sister M. Jean Dorcy, O.P. \$2. Sheed.
Eleven articles on the mysteries of Our Lady.

Mary, My Mother

By Sister M. Jean Dorcy, O.P. \$1.75. Sheed.
A life of the Blessed Mother for the very young.

Bible Children

By Doane. \$2.75. Lippincott.
Ask for the Catholic edition. Ages 4 to 6.

MISCELLANEOUS

Find the Constellations

By H. A. Rey. \$3. Houghton.
Descriptions and pictures of the constellations simplified. A general sky chart. Sky at different seasons. For ages 8-12.

The Pueblo Indians, Farmers of the Rio Grande

By Sonia Bleeker. \$2. Morrow. Feb., 1955.
Culture and history of the southwestern Indians. Ages 8-12.

The Young Traveler (series)

By individual authors. Each \$3. Dutton.
Recent additions include travel in Ireland, Scotland, Australia, Switzerland, and New Zealand.

Getting to Know Puerto Rico

By Regina Tor. \$2.50. Coward. Mar., 1955.
How people live. Ages 8-12.

Tunnels

By Marie Halun Bloch. \$2.75. Coward.
Illustrated, for ages 8 and up.

Getting to Know Germany

By Regina Tor. \$2.50. Coward.
Everyday life in Germany for ages 8-12.

GRADES IX TO XII

COMMERCIAL

Gregg Shorthand Simplified (2nd ed.)

By Leslie, Zoubec, & Gregg. Scheduled for publication by Gregg in Jan., 1955.

The new edition is a sweeping refinement of the original 1949 textbooks in *Gregg Shorthand Simplified*. Includes *Student Key*, *Student Workbook*, and *Teacher's Manual*.

Typing Simplified

By Leslie & Pepe. Am. Bk. Co.
Especially prepared for Catholic schools. Contains in its alphabetic speed drills extracts from *Papal Encyclicals*.

Tidwell-Stuart Typing

By M. Fred Tidwell & Esta R. Stuart. Prentice.
Courses carefully organized by experts—the result of research. Complete course in 3 parts: 1. Mastering essentials, 2. Developing skill, 3. Applied typing. The one-year course consists of parts 1 and 2 only.

Bookkeeping, Introductory (2nd ed.)

By Zelliott & Leidner. \$3. Prentice.

Catholic Timed Writings

By Sister Anna Maria Griswold, O.S.U. \$1.32. Prentice.
32 speed tests in typing with contents to suit the interests and reading level of Catholic teen-agers.

Income Tax and Social Security Course (9th ed.)

By D. B. Marti. Prentice, 1955.

Store Salesmanship (4th ed.)

By Robinson & Blackler. \$2.96. Prentice.

Thomas Natural Shorthand (3rd ed.)

By Charles A. Thomas. Prentice, 1955.

ENGLISH

Words in Action

By John G. Gilmartin. \$1.96. Prentice.
A new book on development of vocabulary. Words are examined for their exact meaning. Some features are: pairs of words, origins of words, roots of words, prefixes, synonyms, adjectival phrases, etc.

Enjoying English (2nd ed.)

By Wolfe, Geyer, & others. Singer.
Completely new editions of the four high school books of the *Enjoying English* series for grades 3 to 12. Approach is through experience. Can be taught to the poorest of pupils. Stresses usage and teaches grammar well.

English

By Stoddard & others. Four books for grades 9-12. Am. Bk. Co.
Offers complete grammar & composition program. Workbooks available for gr. 9 & 10. Teacher's guide & key for each grade, 9-12.

St. Thomas More Edition of the Prose and Poetry Series

Prose and Poetry for Enjoyment (gr. 9) \$3.16; *for Appreciation* (gr. 10) \$3.28; *of America* (gr. 11) \$3.44; *of England* (gr. 12) \$3.56. Singer.
This is the popular Catholic edition. Workbook and teacher's manual for each are available.

English in Action (6th ed.)

By Tressler & Christ. Bk. I & Bk. II each \$2.96; Bk. III & Bk. IV each \$3.12. Heath. Jan., 1955.
A new edition of a popular series for high school English. More than 50 per cent is new material; 100 per cent of sentence examples is new. The outstanding arrangement of (1) Language Activities and (2) Handbook of Grammar and Usage, remains and is used in each book.

Teen-Age Tales

By Ruth Strang & Ralph Roberts. Heath.
Stories on gr. 6 level of reading difficulty with high-school interest.

Individual English

By Stapp & Greene. \$2. Row, Peterson.
A newly revised practical book for high school classes, remedial training, refresher courses, and adult education. Consists of a permanent handbook, a workbook keyed to the handbook, and separate tests.

The New Building Better English

Four books for grades 9-12. Row, Peterson. 1955.
There is a manual and answer key and a test booklet for each grade.

Ease in Speech (3rd ed.)

By Margaret Painter. Heath.



The Mastery of Reading

By Bailey & Leavell. Six books for gr. 7-12. Am. Bk. Co.

Literary selections. There are study books for gr. 7, 8, & 9 and teacher's guides for each of the 6 books.

Catholic Book Tests

Brothers of the Holy Cross. Bruce.

Provide painless reading tests, eliminate tedious outside reading of book reviews for junior and senior high school English classes. Four series—two for grades 7, 8, 9, 10 and two for grades 10, 11, 12 cover 120 titles with ten key questions on each selection. Books are chosen from Catholic Authors booklists and the Catholic Supplement to the Standard Catalog for High School Libraries.

Refresher Speller

By Tobias O. Chew. Allyn.

A new edition of a well known high-school speller, completely revised to meet today's requirements.

America Reads Series

By Pooley & others. Scott, Foresman.

Four anthologies, gr. 9-12. Teacher's manuals and *Think-It-Through* books for each year.

Guide to Modern English

By Corbin & Perrin. Scott, Foresman. 1955.

For upper years of high school. Unusual help with writing, grammar, and word study.

HOME ECONOMICS

Foods: Their Nutritive, Economic, and Social Values (2nd Ed.)

By Harris & Henderson. Heath.

"A miniature encyclopedia of foods," highly teachable, and thoroughly up to date.

Adventuring in Home Living (Bk. 1)

By Hatcher & Andrews. Heath.

First of 3 books for high school courses for boys and girls.

Experiences in Homemaking (new ed.)

By Laitem & Miller. \$4. Ginn.

Making Clothes for Your Little Girl

By Helen N. Tanous. \$2.95. Bennett.

The Story of Isabel Bevier

By Lita Bane. Bennett.

The personal story of a modern, pioneer home economist.

Homemaking for Teen-Agers

By McDermott & Nicholas. \$2.22. Bennett.

INDUSTRIAL ARTS

Wood and Art Metal

By Harold O. Akeson. Paper, 85 cents. Bruce.

A combination of 32 unusual but simple wood and art metal projects offering an unusual variety of industrial arts experience. Only hand tools and common materials are required.

Single Stroke Drafting Lettering

By A. K. Rigast. Paper, 64 cents. Bruce.

Twenty-four practical lessons on single stroke lettering with information and assignments on inclined capital and lower case letters, freehand pen and ink drafting and vertical lettering.

101 Alphabets

By W. Ben Hunt and Ed. C. Hunt. \$3.75. Bruce.

More than 100 complete styles of lettering ranging from architectural outline and Roman letters to the very modern.

Instructional Units in Hand Woodwork

(1954 rev. ed.)

By Tustison & others. \$2.64. Bruce.

Newly revised job sheets for junior high school cover the entire range of hand tool woodworking operation in the flexible unit operative or basic skill arrangement.

Mechanical Drawing I and II (rev. ed.)

By Edward Berg. Bruce.

Vol. I., paper, 88 cents; complete edition, cloth, \$2.56; Vol. II., paper, 80 cents; complete edition, cloth, \$1.80. Text for ninth and tenth grades, now revised to conform to new drawing and drafting-room practices of the American Standards Association.

Modern Automotive Engine Repair

By John W. Vale, Jr., Prentice.

A new textbook that is practically self-teaching. Written by the director of a technical institute with abundant experience.

Radio Servicing (2nd ed.)

By Abraham Marcus. \$4.50. Prentice.

Plastics for Fun

By A. F. Bick. \$3.25. Bruce.

A short course in plastics especially suited to schools. Covers thoroughly the working of plastic by hand and by machine, processing, pressing plastics, figure carving and working in heavy dimensional material for the beginner. Included are 54 practical, easily made projects.

Craftwork in Metal, Wood, Leather, and Plastics

By Franklin H. Gottshall. \$4. Bruce.

39 projects with the basic processes skilled craftsmen use. Many of the 30 objects cleverly utilize two or more materials in the making.

Basic Tools for Woodworking (2nd ed.)

By Lee Frankl. Prentice.

More than 600 pictures of tools and their use. The second section covers operations. The new edition has added four projects with complete drawings: Odds and Ends Cabinet, Bathroom Cabinet, Coffee Table, and End or Bedside Table.

Mechanical Drafting Essentials (2nd ed.)

By Farnham & McCabe. Prentice.

The new edition is easier to use. New supplementary problems at end of each unit. New material added. Gives students a solid foundation for more advanced work.

Architectural Drafting (2nd ed.)

By Wm. J. Hornung. Prentice. 1955.

This edition, due in January, 1955, has two new chapters requested by teachers and students. Sections of the book are entitled: 1. Construction Principles, 2. Standard Details for House Construction, 3. Planning the House, 4. Starting the House Plans, 5. Heating the House, 6. Plumbing for the Typical Dwelling, 7. Electrical Wiring for the House, 8. The Model House, Glossary of Work Terms, Index.

The Art of Tile Setting

By Carls & Wines. \$3.75. Bennett.

Elementary Tool Design

By E. B. Benson. \$4.76. Bennett.

Bird Houses

By Perry & Slepicka. \$1.75. Bennett.

Making Things of Plastic

By Louton Edwards. \$3.75. Bennett.

The Art of Wood Turning

By Wm. W. Kenke. \$3.85. Bennett.

Advanced Woodwork & Furniture Making

By John L. Feirer. \$3.96. Bennett.

Arithmetic for Printers

By J. W. Auble. \$2.72. Bennett.

Upholstering Home Furniture

By Blanche R. Pope. \$4.50. Bennett.

Pitman Drawing Series

18 books. Each 2.37. (Whole series \$39.50). Pitman.

Two of the 18 are: *Perspective*, by Victor Perard and *Sketching Out of Doors*, by Leonard Richmond. Other titles include: *Costume*, *Decorative Design*, *Animals*, *Birds*, *Cats*, *Children*, *Dogs*, *Faces*, *Flowers*, *Horses*, *Sea and Sky*, *Trees*, *Figures*, *Lettering*, *Ships*, *Sketching Landscape*.

Man and the Motor Car (5th ed.)

By The Center for Safety Ed., New York U. Prentice.

A new, thoroughly up-to-date revision of a popular textbook, accompanied by a workbook, teacher's manual, and test for driver education.

Let's Drive Right

By Maxwell N. Halsey. Scott, Foresman.

A text that focuses on safety, and concentrates on the development of good attitudes and judgment.

LANGUAGES

Second Year Latin

By Scudder & Jenney. Allyn.

A new edition. A new workbook for this text is available.

First Year Spanish

By Stanbach & Walsh. \$3.48. Ginn.

Lecturas y Leyendas

By Kent & Roalfe. \$2.60. Ginn. 1955.

Reading material for intermediate Spanish.

La France

By Ledéser, Ledéser, & Smith. Heath.

A reader for intermediate or advanced students. To be read without translation. Six parts: *Le Pays de France*, *Histoire*, *Institutions*, *La Famille*, *Les Arts et les Sciences*, *La France d'Outre-mer*.

Le Client le plus Obstiné du Monde

By Georges Simenon. Ed. by I. D. McIntosh. 88 cents. Heath.

Story in simple French for classroom use, for 2nd year high school or 2nd sem. college.

Doktor Faust

By Spann & Leopold. Book IV of the *Progressive German Readers*, 64 cents. Heath.

Presents the historical, legendary, and fictional Faust.

Rigoberto

By Armando Mook. Ed. by Willis Knapp Jones. \$1.80. Heath.

A popular play of contemporary Argentina, adapted for the learning of Spanish.

Lettres de Paris

By Bovee & Carnahan. Heath.

Current French grammar in review, with drill in everyday idioms and practice in conversation. Satisfies teachers' demands for fresh models, exercises, and current usage. Based on the *New French Review Grammar and Composition* by the same authors.

Graded Spanish Readers

By Castillo & others. Heath.

Book 7, Alternate series, *De Buen Humor*, is a 1954 publication.

MATHEMATICS

New Solid Geometry

By Welchons & Krickenberg. \$2.68. Ginn, 1955.

Explanations are very clear. Develops ability to solve original problems. Includes concise treatment of logarithms, trigonometry, and coordinate geometry of space.

Trigonometry With Tables

By Welchons & Krickenberg. \$3.20. Ginn.

Emphasizes reasoning and comprehension rather than memorization.

Algebra One

By Smith & Lankford, to be issued in 1955 by World.

Features use of color, inductive development, readiness exercises, practice, review, tests.

Algebra Two

By Smith & Lankford. Scheduled for 1955 by World.

Continues algebra and introduces student to geometry and trigonometry.

Modern-School Geometry (3rd ed.)

By Schorling & others. \$2.68. World.

Mathematical power through understanding. Inductive development. Key concepts. Applications.

Algebra I

Algebra II

By Smith, Totten, & Douglass. Row, Peterson.

Uses the language of the student in teaching the language of algebra. Uses experiences of the student. Trains in translating verbal problems into algebraic expressions. Uses cartoons, diagrams, and other visual aids.

Trigonometry

By Wm. L. Hart. Heath.

Begins with the acute angle. Includes spherical trigonometry; also logarithmic and trigonometric tables.

Answers for odd-numbered problems. Other answers in separate pamphlet.

Algebra, Course 1

Algebra, Course 2

By Fehr & others. Heath.

Algebra presented with meaning to pupils.

RELIGION

What Catholics Believe

By Rev. Victor Drees, O.F.M., Ph.D. \$1.75. St. Francis.

A practical, illustrated explanation of the Apostles' Creed.

Mary, the Immaculate Mother

By Rev. Victor Drees, O.F.M., Ph.D. \$1.35. St. Francis.

Stories of 48 saints.

Seven Sacraments

By Rev. Victor Drees, O.F.M., Ph.D. \$1.50. St. Francis.

Walk With the Wise

By Rev. Hyacinth Blocker, O.F.M. \$2.75. St. Francis.

Stories of 48 saints.

Supernatural Life

By Rev. Paul M. Baier. 25 cents. Pub. by the author at 225 Blackman St., Wilkes-Barre, Pa. (Discount for quantity).

A clear, systematic explanation of the meaning of supernatural life, its effects and the tragedy of its loss. An outstanding supplement to any course in religion.

SCIENCE

Elements of Chemistry

By Brownlee & others. Allyn.

New edition of an old favorite.

Biology in Our Lives

By Hunter & Hunter. Am. Bk. Co.

Planned to be of as much benefit to the student who goes no further in the study of science as to the college preparatory student. Workbook and teacher's manual & key available.

General Science Today

By Gilman & Van Houten. \$3.80. Rand.

A new textbook for 9th grade which aims to give an insight into the principles and applications of science in everyday life.

New Senior Science

By Bush & Thompson. Am. Bk. Co.

A new kind of science course for upper grades of high school—an integral course applying physics and chemistry to everyday use. There is a workbook and a teacher's manual and key.

Physics, the Story of Energy (2nd ed.)

By Brown & Schwachtgen. Heath.

The teaching is based on man's use of energy. Materials include text, teacher's manual, tests and keys, laboratory manual and key.

SOCIAL STUDIES

Problems and Opportunities in a Democracy

By Rev. John F. Cronin, SS., Ph.D., Pub. by Mentzer.

A successful textbook for seniors in high school. Four parts: Sociology, Economics, Government, and International Relations. Written so that the high school student can understand.

Civilization for Modern Times

By Nicholas A. Weber & John M. White. To be published in Jan., 1955, by the Catholic Education Press.

When Men Are Free

By "The Citizenship Education Project" of Teachers College, Columbia University. Houghton, Jan., 1955.

A supplementary textbook on the principles of our government—free individuals, free government, free economy, free world.

American Government in 1955

By Magruder & McClenaghan. Allyn.

This well known textbook is revised each year.

Africa in Five Hours

By Catholic Students' Mission Crusade, Shattuc Ave., Cincinnati 26, Ohio. Ten copies with teacher's guide, \$2.50.

Writings by experts on trends and conditions in Africa. For a course of five classroom hours as a refresher on geography with emphasis on the work of the Church. The first book of a proposed series.

The United States: Story of a Free People

By Samuel Steinberg. Allyn.

A new American history that reads like a story.

A History of the World

By Magenis Appel. Am. Bk. Co.

Offers a truly worldwide view of history and promotes understanding of contemporary world society. Workbook & teacher's manual & key available.

The People Govern

By Paquin & Irish. Scribner's.

A new basal textbook for government and/or problems of democracy courses. Describes the form and structure of our government which it shows to be a dynamic force in the life of our citizens. Well organized with teaching aids and self-study helps.

IX TO XII LIBRARY

BIOGRAPHY

St. Thomas More

By E. E. Reynolds. \$6. Kenedy.

Uses all source material that has come to light since the 15th century. Includes some 20 illustrations, a comprehensive bibliography, genealogical table, and a detailed index.

Padre Pro

By Fanchon Royer. \$3.50. Kenedy.

The result of very careful research.

Everyman's Saint

By Marion A. Habig, O.F.M. \$2. St. Anthony. Life and history of devotion to St. Anthony of Padua.

St. Brigid of Ireland

By Alice Curtayne. \$2. Sheed.

The Red Hat

By Covelle Newcomb. \$3. Longmans.

A story of John Henry Cardinal Newman for grades 8-12.

A Man Born Again

By John E. Beahn. \$3. Bruce.

This highly unusual biography of "God's Jester" is cast in the form of a soliloquy or meditation which creates the illusion that St. Thomas himself is here reviewing his life. The most significant details from the many known about St. Thomas More are related to show the intensity of his struggle of choosing between life and death.

Pius X: A Country Priest

By Igino Giordani, trans. by Msgr. Thomas Tobin. \$3.25. Bruce.

This life of St. Pius X comes at a time when an authentic and sympathetic biography is needed. Giordani, a Vatican librarian for many years, is singularly equipped to write this book. He tells simply, but with great narrative skill, of the Pope who considered himself just a country priest, but who faced some of the greatest difficulties the Church has ever experienced.



Thomas More

By John Farrow. \$3.50. Sheed.

The Makers of Christendom (series)

Christopher Dawson, general editor. Most of the volumes are new translations. Notes and introductions for non-specialist readers. Published by Sheed.

Vol. I: *The Western Fathers*, ed. by F. R. Hoare. \$4.

Vol. II: *The Anglo-Saxon Missionaries in Germany*, ed. by C. H. Talbot. \$3.50.

Autobiography

By G. K. Chesterton. \$3.75. Sheed.

St. Vincent Ferrer

By Henri Gheon. \$2.50. Sheed.

Michael Faraday

By Harry Soltin. \$2.75. Messner.

Latest of the well known Messner biographies of men of science.

Winged Moccasins

By Frances Joyce Farnsworth. \$2.75. Messner.

The story of the famous Indian woman, Sacajawea, wife of a French trapper, interpreter and guide for Lewis and Clark.

Ethan Allen

By John Pell. \$5. Houghton.

An interesting account of the man who captured Ticonderoga and did some other important things not so well known.

Larger Than the Sky

By Covelle Newcomb. \$3.25. Longmans.

The life of James Cardinal Gibbons for grades 8-11.

Don Francisco, the Story of St. Francis Xavier

By Mary Purcell. \$3.75. Newman.

Conveys the atmosphere of the time.

Great White Eagle

By Enid Johnson. \$2.75. Messner.

The story of Dr. John McLoughlin of Oregon Territory fame.

GUIDANCE

Occupational Mobility in the U. S. 1930-1960

By Jaffe & Carleton. \$2.75. Columbia.

Occupational Literature

By Gertrude Forrester. \$5. Wilson.

An annotated bibliography.

Opportunities in the Restaurant Business

A kit of materials for guidance personnel which may be obtained from the National Restaurant Association, 8 South Michigan Ave., Chicago 3, Ill.

Careers and Opportunities in Science

By Philip Pollack. \$3.75. Dutton.

In research in aviation, meteorology, physics, chemistry, medicine, geology, etc. Full bibliography. List of schools. Illustrated.

Least of All, Me

By Sister Anthony Marie, O.S.F. 50 cents. Divine Word.

The everyday drama of a Sister's life.

The Wife Desired

By Rev. Leo J. Kinsella. 50 cents. Divine Word.

Recommended by the publishers for "All girls, young wives, mothers." Some Catholic reviewers have recommended it for all high school girls—especially the older ones.

Forward With Christ, Thoughts and Reflections on Vocations to the Foreign Missions

By Paul Manna, P.I.M.E. & Nicholas Maestrini, P.I.M.E. \$2.75. Newman.

Presents the problems of the missions to boys and girls.

Why I Became a Brother

Ed. by Rev. Geo. L. Kane. \$2.50. Newman.

Statements by Brothers of various congregations.

RELIGION

Jerusalem the Golden

By Canon Denis O'Shea. \$3.75. Bruce.

A visit to the Holy Land describing the past history and present condition of the scenes of the first 14 Mysteries of the Rosary.

The New Testament

Translated from the original Greek by Rev. James A. Kleist, S.J., and Rev. Joseph L. Lilly, C.M. \$5. Bruce.

This translation has been made directly from the Greek to English completely understandable to modern Americans. Bringing Christ's meaning to the people, the translators have utilized the popular mode of expression.



The Psalms

Translated by James A. Kleist, S.J., and Thomas J. Lynam, S.J. \$4. Bruce.

The venerable beauty of the ancient Hebrew Psalms is preserved in this translation into rhythmic prose. That they might have a more devotional and meditative purpose the "simple, straightforward language of everyday life" was chosen.

Lovely Is the Rose

By Sister M. Charitas, I.H.M. Ave Maria Institute, Washington, N. J. 1955.

The Blessed Virgin Mary through the eyes of those to whom she has appeared—Juan Diego of Guadalupe, Bernadette of Lourdes, Lucia dos Santos and Jacinta and Francisco of Fatima, and the 15 villagers of Knock.

La Conquistadora

By Fray Angelico Chavez. \$2. St. Anthony.

A wooden statue of Our Lady which was old when it came to this country three centuries ago. The story of the statue is the story of the southwest.

The Heart of the World

By Dom Aelred Watkin, O.S.B. \$2.50. Kenedy.

The "Heart of the World" is the Sacred Heart of Jesus. The author avoids theological terms and writes for all readers.

St. Elizabeth of Hungary

By Nesta de Robeck. \$3. Bruce.

The new biography combines the best source material, extensive research, and facile writing to produce a reliable life of Elizabeth.

Men in Sandals

By Rev. Richard Madden, O.C.D. \$2.50. Bruce.

Tells about the life of a modern monk in terms of rich fulfillment and complete self-sacrifice. With deft touches of humor, he discusses the novitiate year with its daily "machine gun" awakening by the wooden clapper. Whimsically he explains the business of living with God day after day.



Fatima in the Light of History

By Costa Brochado, trans. by Geo. A. Boehrer. \$4.50. Bruce.

An historical study of the miraculous appearance of the Blessed Virgin at Fatima which outlines what effect the appearance had on the Faith in Portugal. Outlines history of Christianity, the anti-Christian movements, and finally the resurgence of faith there since 1917.

These Came Home

By Gilbert L. Oddo. \$3. Bruce.
Fifteen converts record their conversion to Catholicism.

Kateri of the Mohawks

By Marie C. Buehrle. \$3. Bruce.
Miss Buehrle reconstructs the life of the shy little Mohawk girl, interpreting the growth of her limitless love for God, her penance, and her purity as she grew up amid bestial and savage surroundings.

The Life of Mary: Co-Redemptrix

By Rev. Peter A. Resch, S.M. Paper, \$1. Bruce.
Simply and nontechnically, this small book tells what Catholics may believe about the Blessed Virgin. A clear-cut picture of the Mother of God is drawn from the Gospel story and Papal pronouncements.

The Story of the Rosary

By James G. Shaw. \$3.25. Bruce.
In this complete history of the Rosary are gathered the threads of historians' discoveries about the origin of the beads. All devotees of the Rosary will find it absorbing reading.

MISCELLANEOUS

Westward the Course

By Hildegard Hawthorne. \$2.75. Longmans.
Exploration, etc., in 1804. For grades 7-10 and for slow readers in senior high school.

No Road Too Long

By Hildegard Hawthorne. \$3. Longmans.
Exploration to the Pacific in 1845.

Exploring Our National Parks and Monuments

By Devereux Butcher. Hard bound \$4.50; paper bound \$2.50. Houghton.
The 4th ed. of the official guide of the National Parks Association. Of interest to all Americans.

"Made Simple" Series

Seven self-teaching books for adult education or review. Authors are university professors or other experts. The books are priced at \$1 each. They are published by Doubleday. The seven subjects are Mathematics, English, Physics, Speaking, Law, Chemistry, and Spanish.

The Boys' First Book of Radio and Electronics

By Alfred Morgan. \$2.75. Scribner's.
Easy to read and not too technical.

Born to Play Ball

By Willie Mays. \$3. Putnam's.
Author tells how he plays. Illustrated with photographs. Ages 12 up. April, 1955.

Steel Trails and Iron Horses

By Lamont Buchanan. \$3.95. Putnam's.
Pictorial pageant of railroading. For teen-age. Feb., 1955.

Time in Your Life

By Irving Adler. \$2.75. Day.
Illustrated book about time—stars, timekeepers, rocks and rivers, calendars, etc. Ages 11 up. Mar., 1955.

Timber in Your Life

By Carhart. \$4. Lippincott. Jan., 1955.
Need of conservation.

Sun, Sea, and Sky

By Krick. \$3.95. Lippincott.
Combination of science and literature about the weather by a meteorologist.

All About Language

By Pei. \$2.75. Lippincott.

Numbers: Fun and Facts

By J. Newton Friend. \$2.75. Scribner's.
An amusing account of the origin of numbers, from pebbles and sticks to Roman and Arabic numerals. Curious behavior of numbers. Mathematical tricks, etc.

Faith and Freedom

By Barbara Ward. \$3.75. Norton.
An important book. Miss Ward, a Catholic, is a well known British economist.

Navigation Without Numbers

By Joseph B. Breed. \$3.50. Norton, 1955.
Finding the position of a ship by drawing spherical triangles.

Nunamint

By Helge Ingstad. \$3.95. Norton.
The author, a Norwegian arctic expert, found these primitive people in inland Alaska. He recorded their legends and superstitions and participated in their activities.

In and Out the Andes

By Sister Maria del Rey. \$3.50. Scribner's.
This "Mission Trail from Yucatan to Chile" by a Maryknoll Sister—the author of *Pacific Hopscotch*—describes in detail the work of the missionaries in Latin America, also the people and the countries in climates ranging from tropical to almost Antarctic regions.

The History of the N. Y. City Legislature

By Frederick Shaw. \$4.50. Columbia.
The government of New York City from 1851 to 1954. How proportional representation was eliminated and the City Council became a tool for thieves and how reforms have worked.

The April Time

By Celine Meller. \$2.95. Bruce.
A disarmingly fresh novel of the growing up of a young lady. The lyrical world of the teen-age girl—her momentous problems, her joys and dreams, her disastrous heartbreaks—all are portrayed by a young novelist whose own "April time" is still a vivid memory.

Sonnets and Verse

By Hilaire Belloc. \$3. Sheed. 1955.

Teen-Age Book Club Books

The TAB added 11 paper-bound books to its list in the fall of 1954. They are:
The Kid Who Battled 1,000, by Bob Allison & Frank Hill.

Mystery of the Mooncussers, by Eleanore Jewett.
Elephant Toast, by T. Morris Longstreth.
For Laughing Out Loud, by Herman Masin.
The Lost Kingdom, by Chester Bryant.
Men of Iron, by Howard Pyle.
Etiquette for Young Moderns, by Gay Head.
Carcajou—King of the North, by Rutherford Montgomery.

Magic Up Your Sleeve, by Patricia Lauber.
The Lion's Paw, by Robb White.
The Mudhen, by Merritt P. Allen.

Image Books

The first 8 of this series have received an enthusiastic reception. They are mostly reprints of well known Catholic books by various authors issued by various publishers. The *Image* editions are by Doubleday. All of the following 8 books issued in 1954 are of interest to teachers and many of them are suitable for the high school library:

Our Lady of Fatima, by Wm. Thos. Walsh. 65 cents.
The Spirit of Catholicism, by Karl Adam. 75 cents.
Damien the Leper, by John Farrow. 65 cents.
Popular History of the Catholic Church, by Philip Hughes. 85 cents.

Mr. Blue, by Myles Connolly. 50 cents.
The Diary of a Country Priest, by Georges Bernanos. 65 cents.

The Church Speaks to the Modern World, ed. by Etienne Gilson. 95 cents. This is a new book, the social encyclicals of Pope Leo XIII.

Peace of Soul, by Fulton J. Sheen. 75 cents.
The following *Image Books* are scheduled for publication in March, 1955:

Lift Up Your Heart, by Fulton J. Sheen. 75 cents.
Storm of Glory, by John Beevers. 65 cents. This is the story of St. Therese of Lisieux.

The Perfect Joy of St. Francis, by Felix Timmermans. 75 cents.

Saints for Our Times, by Theodore Maynard. 85 cents.

Introduction to the Devout Life, by St. Francis de Sales. Trans. by John K. Ryan. 85 cents.

The Road to Damascus, ed. by John A. O'Brien. 65 cents. The spiritual pilgrimages of 15 converts to Catholicism, in their own words.

Joyce Kilmer's Anthology of Catholic Poets, new supplement by James E. Tobin. \$1.25.

Bernadette and Lourdes, by Michel de Saint-Pierre. 75 cents.

REFERENCE BOOKS

Elementary Dictionary

By Webster. Am. Bk. Co.
A dictionary made especially for boys and girls. Every word counts.

Student's Dictionary

By Webster. Am. Bk. Co.
For more advanced students. Prepared by the Merriam-Webster corps of experts.

Thorndike-Barnhart Dictionaries

Beginning Dictionary (gr. 4-5); Junior Dictionary (gr. 5-8); High School Dictionary; Comprehensive Desk Dictionary (for teachers). Scott, Foresman.

The World Book Encyclopedia

18 Vols. & reading & study guide. 10,400 pp., 20,000 illus. Field Enterprises, Inc., 1955.
Standard reference set. Revised each year. Catholic articles checked by Bishop Fulton J. Sheen.

The Book of Knowledge

20 volumes. A children's encyclopedia widely used in public and parochial schools. Makes knowledge easily available. The index volume provides for quick reference. Grolier.

The Grolier Society also lists the following reference books:

Richards Topical Encyclopedia (15 vols.) which it recommends for middle and elementary grades.

Grolier Encyclopedia (10 vols.) which it describes as "a concise, non-technical, authoritative and inexpensive encyclopedia suited to the interests, needs, and abilities of junior and senior high school students and adults."

The Book of Popular Science (10 vols.) which it says, "should be placed in the science classroom libraries of the upper elementary and high-school grades."

Lands and Peoples (7 vols.) "Arranged by continents and countries—portrays the history, customs, dress, architecture, climate, physical features, and products of each of more than 80 different lands."

The American Catholic Who's Who

The 1954-55 edition. \$7.50 (to libraries, \$6.75). Romig.

This 11th biennial edition lists 6000 living American Catholics, in addition to a necrology.

The Guide to Catholic Literature, 1953

The latest edition. By subscription, \$3.75. Romig.
An international annotated bibliography, by author, title, and subject in one index.

Character Calendar (rev. ed.)

By Sister M. Charitas, S.S.N.D., and Sister M. Fidelis, S.S.N.D. Paper, \$1.85. Bruce.

This new (1953) revision brings up to date an aid to Sisters, priests, and parents in guiding spiritual formation of children. New feasts have been added and Biblical quotations changed to new Confraternity translation.

Companion to the Missal

By Sister M. Cecilia, O.S.B. \$3.75. Bruce.
A concise explanation of the *Propers of the Masses* for Sundays and principal feasts. Centers the Mass in the appropriate liturgical cycle and in short, vivid sketches shows how the parts are all structurally united to the Mass.

National Tape Recording Catalog

Master recordings of 34 series of 562 programs listed in this catalog have been deposited at Kent State University, Kent, Ohio and copies may be obtained there. The catalog may be obtained for 50 cents from the Dept. of Audio-Visual Instruction, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

C.S.M.C. World Mission Map

Pub. in 1954 by the Catholic Students' Mission Crusade. Free to members. \$1 to non-members. A good map of the world in black on green paper. Shows approximate percentage of Catholics in each country. Shattuck Avenue, Cincinnati 26, Ohio.

Year book of English Festivals

By Dorothy G. Spicer. \$5. Wilson.
Arranged according to holiday seasons. A county map of England included. Glossary of festival terms. Bibliography, Indexes, etc.

Directory of Catholic Colleges and Schools

The 1954 edition, \$3. N.C.W.C., 1312 Massachusetts Ave., N.W., Washington 6, D. C.
Lists and describes universities, colleges, normal schools, seminaries, high schools, boarding schools, etc. Lists diocesan superintendents of schools.

Summary of Catholic Education

The new edition gives statistics for 1951-52. 75 cents. N.C.W.C.
Both the *Directory* and the *Summary* may be obtained for \$3.50.

Africa: The Racial Issue

By Joan Coyne MacLean. \$1.75. Wilson.

The Family Bookshelf (rev. ed.)

By Wm. A. Fitzgerald, Ph.D. Confraternity. 1955.
A complete revision of the 1945 ed. Lists publications for family reading from kindergarten through grade 12.

Supplement to Index to Children's Poetry

Compiled by John & Sara Brewton. \$6. Wilson.
66 collections, 7000 poems, 1500 authors, 1250 subject headings. Graded from nursery to high school.

Books for Catholic Colleges

Comp. by Sister Melania Grace, S.C. & Rev. Louis A. Ryan, O.P. \$1.75. American Library Association, 50 E. Huron St., Chicago 11, Ill.
The second supplement to *Books for Catholic Colleges*, original published in 1948.

Concise Dictionary of American Grammar and Usage

By Robt. C. Whitford & James R. Foster. \$6. Philosophical.
A practical word book and a guide to accepted usage.

Dictionary of American Proverbs

Compiled by David Kin & Mark Van Doren. \$6. Philosophical.

Dictionary of Forgotten Words

By Joseph T. Shipley. \$7.50. Philosophical.

A Dictionary of Last Words

By Edward S. Le Comte. \$6. Philosophical.

Concise Dictionary of American Literature

By Robt. F. Richards. \$6. Philosophical.

Concise Dictionary of Ancient History

By P. G. Woodcock. \$4.75. Philosophical.

These Are Your Children

By Jenkins, Schacter, & Bauer. Scott, Foresman.
A practical text on child behavior from infancy through adolescence. A valuable book for teacher-training courses.

The Integrated Curriculum at Work

Ed. by Sister M. Janet Miller. \$3.25. Catholic University.

Personal Adjustment and Mental Health

By Alexander A. Schneiders. Rinehart. 1955.
The author is a professor of psychology and director of psychological services at Fordham University. His previously published *Introductory Psychology* has been widely adopted by Catholic schools. The forthcoming book, the result of scholarly research, will present a practical approach to personal adjustment and an evaluation of theoretical points of view.

I Like Children

By Alice Meeker. \$1.20. Row, Peterson.
"A book for grade teachers (beginning or experienced) who want to give friendship as well as knowledge to their pupils."

Teaching Adolescents

By Gilbert C. Ketelkamp. Heath.
Concrete and specific. Includes case histories. Surveys problems. Gives unit plans and curriculum outline—mathematics, science, and English.

The Year Book of Education: 1954

Educational and Technological Development
By Hall & others. \$8. World.
Published annually in association with the University of London Institute of Education and Teachers College, Columbia University. This volume discusses the role of economic, social, and political growth associated with technological growth.

The Nihilism of John Dewey

By Paul K. Crosser. \$3.75. Philosophical.

The Dignity of the Human Person

By Father Edward Cronan. \$3. Philosophical.

Christianity and Anti-Semitism

By Nicholas Berdyaev. \$2.75. Philosophical.

An Essay on Christian Philosophy

By Jacques Maritain. Trans. by Father Edward H. Flannery. \$2.75. Philosophical.

Bergsonian Philosophy and Thomism

By Jacques Maritain. \$6. Philosophical.

TEACHING SPECIFIC SUBJECTS

The Supervision of Industrial Arts

By Wm. A. Bakamis. \$3. Bruce.
The first complete professional manual on all phases of supervision published in 30 years is designed as a basal text for teacher training in supervision and as a reference for "in service" reading.

Teaching Foreign Languages in the Elementary Schools

A publication of Univ. of Wisconsin Extension Division. 50 cents. Bookstore, University of Wisconsin Extension Division, Madison 6, Wis.
A summary of a conference. Presents pros and cons.

Elements of Clothing Construction

By Jesse Fielding. \$1.75. Burgess.
A teaching aid in courses in clothing.

A Manual for Textile Buying

By Adella Ginter. \$1.75. Burgess.

An Alternative Classification for Catholic Books

By Jeanette Lynn & Gilbert Peterson. \$10. Catholic University.

Social Sciences in Catholic Colleges

Ed. by Roy J. Deferrari. \$2.75. Catholic University.

The Atypical Child

Ed. by Wm. F. Jenks. \$3.50. Catholic University.

Music Education

Ed. by John B. Paul. \$2.25. Catholic University.

Interior Design

By Alice Waugh. \$2. Burgess.

Art Aids

By Irma Paine. \$2.25. Burgess.
A new handbook for elementary teachers.

Give Them a Chance to Talk

By Berneice Rutherford. Burgess. 1955.
A revision of a handbook on speech correction for cerebral palsy.

Know Yourself

By Bryngelson & others. \$2. Burgess.
A workbook for those who stutter.

Beginning Television Production

By Melvin R. White. \$2.50. Burgess.

Finance Youth Athletic Program

By George A. Katchmer. \$1.75. Burgess.

A Course of Study in Safety Education for Efficient Living

By Howard R. De Nike. \$3. Burgess.

Games for the Elementary School Grades

By Hazel A. Richardson. \$2. Burgess.

Fun With Pencil and Paper

By Leeming. \$2.95. Lippincott. Mar., 1955.
Games for all the family.

Successful Teaching With Maps

Ed. by Colby & Odell. \$1.25. Denoyer.
A teacher's manual, size 8½ by 11, hard paper cover. Illustrated. Each chapter written by an expert in his field.

Guiding Arithmetic Learning

By Clark & Eads. \$3.50. World.
A professional guide for teachers and supervisors.

The Community and the Delinquent

By Wm. C. Kvaraceus. \$4.50. World.
A guide for lay and professional citizens. Suggests remedies and reviews work of agencies.

Roberts' Nutrition Work With Children

New revision by Ethel A. Martin. \$7.50. Univ. of Chicago Press, 5750 Ellis Ave., Chicago 37, Ill.
This standard work was published in 1927 and revised in 1935. It now has been completely revised and rewritten by a well known authority who was a student under the original author.

Simple Library Cataloging

By Susan G. Akers. \$5. A.L.A., 50 East Huron St., Chicago 11, Ill.
This is the 4th edition which has been for some years a standard guide for teachers, students, and librarians in small libraries. It includes a chapter on cataloging and simple care of audio-visual material.

Art Today in Catholic Elementary Education

Ed. by Sister M. Joanne Christie. \$2.75. Catholic University.

Art Today in Catholic Secondary Education

Ed. by Sister Augusta Zimmer. \$3. Catholic University.

Helping Children Write

By Mauree Applegate. \$2.40. Row, Peterson.
A revised edition of a helpful book for elementary teachers. Gives many ideas and suggestions.

Teaching Arithmetic in Grades I and II

By Hollister & Gunderson. \$2.50. Heath.
Professional information for all teachers of primary arithmetic.

Teaching Children Arithmetic

By Robert L. Morton. Silver.
This is a recent book which teachers should read.

The Modern Renaissance in American Art

By Ralph M. Pearson. \$6.50. Design Workshop, 288 Piermont Ave., Nyack, N. Y.
The author criticizes what he considers a trend toward "emotionally inspired chaos" and appeals for content and form in creative art.

FOR TEACHERS

STUDIES IN EDUCATION

That They May Have Life

That They May Know the Way

That They May Grow in Grace

By Sister M. Augustine, O.S.F., Ph.D. Seraphic Press.
These are suggestions for first-, second-, and third-grade teachers of religion respectively. The first is \$1.75; the second \$2.25; the third not yet priced will be published in Jan., 1955.

Methods and Curricula in Elementary Education

By James A. Fitzgerald, Ph.D. \$5.50. Bruce. 1955.
Written for teacher education classes in Catholic colleges which prepare elementary teachers for Catholic and public schools. This basal text covers the who, why, and how of elementary teaching and learning.

The New Art Education (rev. ed.)

By Ralph M. Pearson. \$5. Design Workshop. 1953.

Dogmatic and Scriptural Foundation for Catechists

By Very Rev. Francis J. Connell, C.S.S.R. Confraternity. 1955.

A supplement to the *Revised Baltimore Catechism No. 3*. An excellent reference text for students.

Teachings of the Epistles

New Testament Series, Part IV. Confraternity. 1955.

A religious discussion club text based on the Epistles and adapted to the knowledge and experience of the average group. Arranged in two units for two 8-week periods with discussion aids based on chapter content. Definite application to daily Christian living.

Guide to Teaching About the UN and World Affairs

By Eva M. Dratz. 10 cents. American Association for the United Nations, Inc., 345 East 46th St., New York 17, N. Y. 1953.

Books of Sex Instruction

The following three books are well known to the clergy. They are listed here as a matter of information for priests, teachers, and parents. They are written by Rev. Fulgence Meyer, O.F.M., and published by St. Francis Book Shop, 1618 Vine St., Cincinnati 10, Ohio.

Plain Talks on Marriage. \$1. For the married or those about to be married.

Helps to Purity. 90 cents. "A frank and reverent discussion of the intimate matters of personal life for girls, age 12-16."

Safeguards of Chastity. 90 cents. "A frank discussion of sex for boys, age 12-17."

GENERAL READING

The Situation of Poetry

By Jacques & Raissa Maritain. \$2.75. Philosophical.

The Priest

By Rev. Edward F. Garesche, S.J. \$3.50. Vista Maria Press, 8 West 17 St., New York, N. Y.

The glory, merit, and powers of the priesthood treated in 26 chapters. Chiefly for priests, but useful for others who wish a better understanding of the priesthood.

Bringing Souls to Christ

Ed. by Rev. John A. O'Brien. \$2.75. Doubleday. 1955.

Chapters on the techniques of conversion, etc., by prominent clerics and lay people.

Francis of Assisi

By Vlastimil Kybal. \$3. Ave Maria Press.

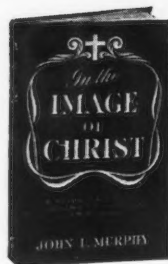
A life of St. Francis that emphasizes his defeat and sufferings, the "folly" of his life. Two indexes give the book value for reference.

Far Eastern History

By Emelyn Waltz, M.A. \$5. Christopher. Simplified account dealing with China and Japan.



A poster for Catholic Book Week, 1954, at St. Gertrude's Academy, Cottonwood, Idaho. The Sisters of St. Benedict conduct the Academy.



First Malayan Republic

By George A. Malcolm, LL.D. \$5. Christopher.

A recent history and appraisal of the Philippines by an American authority.

The Way

By Msgr. J. M. Escriva. \$1.75. Scepter Press, 5544 Woodlawn, Chicago, Ill.

An American translation with a preface by Cardinal Stritch. Brief points for meditation by clergy, religious, and lay people. Other translations from the same author: *Holy Rosary*, cloth, \$2.; paper, \$1.

Angel of the Judgment

By S.M.C. \$3. Ave Maria Press.

The story of St. Vincent Ferrer, who preached the coming of the last judgment in the 15th century.

Invalidly Married Catholics

By Rev. Winfrid Herbst, S.D.S. The Queen's Work, 3115 S. Grand Blvd., St. Louis, Mo.

To aid Catholics in forming a right conscience in dealing with those who are invalidly married.

New Music Publications

The World Library of Sacred Music—Repertory Service, 1846 Westwood Ave., Cincinnati 14, Ohio, announces the following publications released recently or for early 1955:

Selected List of Masses published in America and abroad.

1955 Supplement to World Library Organ Catalog. Gregorian Chant Publications.

The Peoples Hymnal.

Indulged Prayer Songs.

The Music of the Liturgy, by Dom Alphege Shebbeare.

Classical Polyphony.

Polyphony, ed. by Jan Bank.

School of Darkness

By Bella V. Dodd. Kenedy.

The author tells how she became a Communist leader and how Communism captured the teachers' union in New York City. Why she left the party, how she came back to the Church, and warns that Communism must be fought with Truth.

St. Thomas Aquinas

By M. C. D'Arcy, S.J. \$3.75. Newman.

Presents the teaching of St. Thomas in a concrete and accurate form.

The Life and Times of John Carroll

By Rev. Peter Guilday. \$7.50. Newman.

Order and Law

By Rev. Aegidius Doolan, O.P. \$3.50. Newman.

Described as "a book for every lawyer who is seriously interested in his profession." It should be useful and enlightening to teachers.

Our Lady's Litany

By Rev. Aloysius Biskepek, S.V.D. \$2.75. Bruce.

Readings or reflections in sequence on the 49 titles addressed to Mary in the Litany of Loreto. A source of inspiration and enlightenment. Religious will use them for private and community meditation.



Mary in Doctrine

By Rev. Emil Neubert, S.M. \$4.25. Bruce.

Systematically, the author traces the whole Marian dogma from its beginnings in the Church and shows how each glory evolves from the common belief of the faithful, the teaching of the hierarchy, the infallible statements of the popes and councils, and the formulas and feasts of the liturgy.

Riddle of Konnersreuth

By Paul Siwek, S.J., trans. by Ignatius McCormick, O.F.M. Cap. \$3.50. Bruce.

A psychological and religious study of Therese Neumann. An eminent theologian, Father Siwek probes phenomena to determine if they can be explained naturally or must be attributed to supernatural powers.

TESTS

Science Tests I, II, & III

By Thomas I. Bagshaw. Allyn.

For grades 7, 8, & 9 in conjunction with Smith, Wood, Carpenter's *Our Environment* series.

Drake Musical Aptitude Tests

Published by Science Research Associates, 57 W. Grand Ave., Chicago 10, Ill.

Developed from 20 years of research by Raleigh M. Drake, dept. of psychology, Kent State University.

The Measurement of Social Competence

By Edgar A. Doll. \$7.75. Educational Test Bureau. A pioneer test in a new field of testing.

Student Unit Tests for "World History for a Better World"

65 cents. Bruce.

These tests cover all the matter of *World History for a Better World*. Includes 34 partial unit tests, 18 complete unit tests, and one final examination. Objective in nature, the tests include fill-in, multiple choice, and true-false type questions. May be used as a work book.

Diagnostic Tests and Self-Helps in Arithmetic

By Leo J. Brueckner. Specimen set with manual. 35 c. nts. California. 1955.

Four screening tests and 23 diagnostic tests and 23 self-help exercises. Grades 3-12.

Easel Estimate Scale

By Beatrice Lantz. \$3.75. California. 1955.

A scale that enables a teacher to utilize tempera paintings to estimate children's mental and physical levels of maturity. Ages 4-8 yrs. & 6 mos.

Measuring Power in Arithmetic

By Robert Lee Morton, grades 3-8 inc., 35 tests. \$3.50 (net). Silver.

Achievement tests with norms. Determine achievement and grade placement. Each test has three parts: *Understanding Arithmetic*, *Using Arithmetic Accurately*, *Solving Problems*.

Progress Tests

For the textbooks *Making Sure of Arithmetic*. Grades 3-8 inc. 35 sets, \$5 (net). Silver.

Multiple Aptitude Tests

By Segel & Raskin. California. Febr., 1955.

Designed to give counselors a comprehensive picture of the examinee's aptitude. Grades 7-13. Nine tests are: Word Meaning, Paragraph Meaning, Language Usage, Routine Clerical Facility, Arithmetic Reasoning, Arithmetic Computation, Applied Science and Mechanics, Spatial Relations.

California Basic Skills Tests

By Tiegs & Clark. Elementary Battery, grades 4-16; Intermediate Battery, grades 7-9. Specimen set on one level, 50 cents. California.

These are hand-scoring editions of the *California Achievement Tests*. The students show all of their work in the booklets.

California Tests in Social and Related Sciences

By Sachs & others. California.

Two batteries for 4th to 12th grades. The elementary battery are a new revised edition of the *Progressive Tests*. The advanced battery (grades 9-12) are entirely new.

LIST OF PUBLISHERS

The following publishers have submitted titles which are included in the foregoing list of books, or they have advertisements in this issue.

The abbreviation used to designate a publisher precedes the publisher's full name. If the publisher has an advertisement in this issue, the abbreviation or the firm name is set in **Boldface Type**; otherwise in *Light Italics*. See index to advertisers on pages 65A and 66A.

Allyn—Allyn and Bacon, Inc., 50 Beacon St., Boston 8, Mass.

Americana Corporation, 2 W. 45 St., New York 36, N. Y.

Am. Bk. Co.—American Book Co., 351 East Ohio St., Chicago 11, Ill.

Ave Maria Press, Notre Dame, Ind.

Beckley—Beckley-Cardy Co., 1900 N. Narragansett, Chicago 39, Ill.

Bennett—Chas. A. Bennett Co., Inc., 237 N. Monroe St., Peoria 3, Ill.

Benziger—Benziger Brothers, Inc., 6-8 Barclay St., New York 12, N. Y.

Bobbs-Merrill—The Bobbs-Merrill Co., Inc., Indianapolis 7, Ind.

Bruce—The Bruce Publishing Co., 400 N. Broadway, Milwaukee 1, Wis.

Burgess—Burgess Publishing Co., 426 S. Sixth St., Minneapolis 15, Minn.

California—California Test Bureau, 5916 Hollywood Blvd., Los Angeles 28, Calif.

Catechetical—Catechetical Guild, 147 E. Fifth St., St. Paul 1, Minn.

Catholic Book Publishing Co., 257 W. 17 St., New York 3, N. Y.

Catholic Education Press—The Catholic Education Press, Catholic University of America, 620 Michigan Ave., N.E., Washington 17, D. C.

Catholic University—Catholic University of America Press, 620 Michigan Ave., N.E., Washington 17, D. C.

Christopher—The Christopher Publishing House, 1140 Columbus Ave., Boston 20, Mass.

Columbia—Columbia University Press, 2960 Broadway, New York 27, N. Y.

F. E. Compton Co., 1000 N. Dearborn St., Chicago 10, Ill.

Confraternity—The Confraternity of Christian Doctrine, 1312 Massachusetts Ave., N.W., Washington 5, D. C.

Continental—The Continental Press, Inc., Elizabethtown, Pa.

Coward—Coward McCann, Inc., 210 Madison Ave., New York 16, N. Y.

Day—John Day Co., Inc., 210 Madison Ave., New York 16, N. Y.

Denoyer—Denoyer-Geppert Co., 5235 Ravenswood Ave., Chicago 40, Ill.

Divine Word—Divine Word Missionary Publications, Box 1, Techny, Ill.

Doubleday—Doubleday & Co., Inc., Garden City, N. Y.



G. C. Harmon

Dutton—E. P. Dutton & Co., Inc., 300 Fourth Ave., New York 10, N. Y.

Educational Test Bureau, 720 Washington Ave., S.E., Minneapolis 14, Minn.

Field Enterprises—Field Enterprises, Inc., Educational Division, Merchandise Mart Plaza, Chicago 54, Ill.

Garrard—The Garrard Press, 719 W. Park Ave., Champaign, Ill.

Ginn—Ginn & Co., Statler Bldg., Boston 17, Mass.

Gregg—Gregg Publishing Division, McGraw-Hill Book Co., Inc., 330 W. 42 St., New York 36, N. Y.

Grolier—The Grolier Society, Inc., 125 S. Fifth Ave., Mount Vernon, N. Y.

Heath—D. C. Heath & Co., 285 Columbus Ave., Boston 16, Mass.

Houghton—Houghton Mifflin Co., 2 Park St., Boston 7, Mass.

Iroquois—P. O. Box 1315, Syracuse 1, N. Y.

Kenedy—P. J. Kenedy & Sons, Publishers, 12 Barclay St., New York 8, N. Y.

Laidlaw—Laidlaw Brothers, 328 S. Jefferson St., Chicago 6, Ill.

Lippincott—J. B. Lippincott Co., East Washington Square, Philadelphia 5, Pa.

E. M. Lohman Co., 413 Sibley St., St. Paul 1, Minn.

Longmans—Longmans, Green & Co., 55 Fifth Ave., New York 3, N. Y.

Long's College Book Co., 1836 N. High St., Columbus, Ohio.

McLaughlin—McLaughlin & Reilly Co., 252 Huntington Ave., Boston 15, Mass.

Mentzer—Mentzer, Bush & Co., 2210 S. Park Way, Chicago 16, Ill.

Merriam—G. & C. Merriam Co., 47 Federal St., Springfield, 5, Mass.

Messner—Julian Messner, Inc., 8 W. 40th St., New York 18, N. Y.

Morrow—William Morrow & Co., Inc., 425 Fourth Ave., New York 16, N. Y.

Newman—The Newman Press, Westminster, Md.

Noble & Noble, Publishers, Inc., 67 Irving Place, New York 3, N. Y.

Norton—W. W. Norton & Co., Inc., 101 Fifth Ave., New York 3, N. Y.

Oxford Book Co., 222 Fourth Ave., New York 3, N. Y.

Pfaum—Geo. A. Pfaum, Publishers, 38 W. Fifth St., Dayton 2, Ohio.

Philosophical—Philosophical Library, Inc., 15 E. 40 St., New York 16, N. Y.

Pitman—Pitman Publishing Corporation, 2 W. 45 St., New York 36, N. Y.

Prentice—Prentice-Hall, Inc., 70 Fifth Ave., New York 11, N. Y.

Presser—Theodore Presser Co., Bryn Mawr, Pa.

Putnam's—G. P. Putnam's Sons, 210 Madison Ave., New York 16, N. Y.

Rand—Rand McNally & Co., P. O. Box 7600, Chicago 80, Ill.

Rinehart—Rinehart & Co., Inc., 232 Madison Ave., New York 16, N. Y.

Romig—Walter Romig, Publisher, 979 Lakepoint Road, Grosse Pointe 30, Mich.

Row, Peterson—Row, Peterson & Co., 1911 Ridge Ave., Evanston, Ill.

St. Anthony—St. Anthony Guild Press, Paterson 3, N. J.

St. Francis—St. Francis Book Shop, 1618 Vine St., Cincinnati 10, Ohio.

Salesian Missions, New Rochelle, N. Y.

Scott, Foresman—Scott, Foresman and Co., 433 E. Erie St., Chicago 11, Ill.

Scribners—Charles Scribner's Sons, 597 Fifth Ave., New York 17, N. Y.

Seahorse—The Seahorse Press, Inc., Pelham, N. Y.

Seraphic Press—The Seraphic Press, 1501 S. Layton Blvd., Milwaukee 4, Wis.

Sheed—Sheed and Ward, Inc., 840 Broadway, New York 3, N. Y.

Silver—Silver Burdette Co., 45 E. 17 St., New York 3, N. Y.

Singer—The L. W. Singer Co., Inc., 349 W. Erie Blvd., Syracuse 2, N. Y.

Spencer Press, Inc., 179 N. Michigan Ave., Chicago 1, Ill.

Teen Age Book Club, 33 W. 42 St., New York 36, N. Y.

Warp Publishing Co., Minden, Neb.

Wheeler—Wheeler Publishing Co., 2831 S. Parkway, Chicago 16, Ill.

Wilson—The H. W. Wilson Co., 950 University Ave., New York 52, N. Y.

World—World Book Co., Yonkers 5, N. Y.

Zaner—The Zaner-Bloser Co., 612 N. Park St., Columbus 8, Ohio.

The School Library Quarters

If the school library is to fulfill its function, it is important that it be properly constructed. There are many fine school libraries. There are many, too, which can hardly be called functional. Why this should be is obscure, for much literature exists on the subject, readily obtainable from the American Library Association. Yet architects seem unfamiliar with it, and construct poor libraries unless guided by competent advice. These notes are meant, not as a substitute for the literature on the subject, but as a guide and a check list.

Essentials of a Library

The library has three indispensable units: the reading room, the workroom, and the office. Besides these essential rooms, small conference rooms are desirable for groups of students.

As to size, the reading room, or library proper, is relative to the enrollment of the school. A school of five hundred pupils needs a library with a seating capacity of at least 75; a school of one thousand, 100 seating capacity; two thousand, 200 seating capacity; with two reading rooms; a school of three thousand, 300 capacity with three reading rooms. In almost any case, a workroom of 200 to 300 square feet is needed. Conference rooms should be about 13 by 12 feet, with large glass windows for ease in supervision.

Arrangement of Shelves

How about the appearance of the library? Shelving should go around the walls. Book stacks jutting out from the wall present problems in supervision and lead to lost or mutilated books. Hidden alcoves meet with the same objections. Shelves should be no higher than seven feet for easy access. If the windows are placed above this seven foot mark, more space will be available for books. The charging desk of the library should be located near the entrance. The tables should be rectangular, with one or two round tables placed so as to break the monotony.

Brother Franciscus Willett, C.S.C.

2000 Flatbush Ave.
Brooklyn 34, N. Y.

This is the general arrangement of the library. The room should be bright and cheerful, and as informal as can be devised while yet maintaining good order. Everything there fits in with the general function of the room.

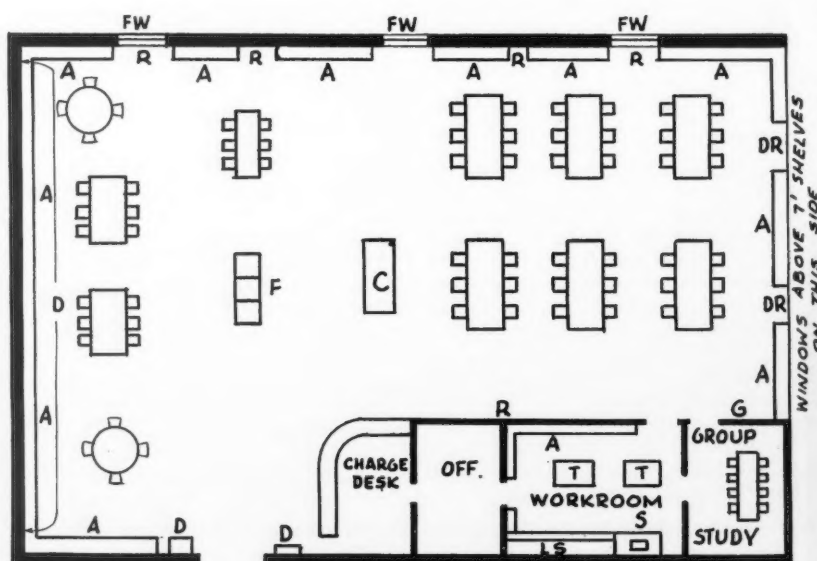
To return to shelving, it is preferable that the shelves be of wood, since they can be matched by the other furnishings. The shelves themselves should be adjustable in height. The space for periodicals is best built into the regular wall shelves. It is most convenient if the bottom shelf is tilted so that titles can be easily seen. All this equipment is available from library supply houses,

and it is preferable to let them do the job rather than a local carpenter or the building contractor.

Windows and Lighting

Windows are often poorly handled in a library. Every long window cuts out its space for any other usage. Perhaps two long windows are desirable to break monotony and to give natural light. However, more windows so long that books cannot be placed under them are a waste of space. The controlling of window light is also a problem. Awnings, Venetian blinds, and shades have all been tried, and are in use, but translucent shades seem to be the best answer.

The lighting of the library is a job for lighting engineers. Fluorescent lights have become more and more popular as they have improved, and are very satisfactory. A special light above the charge desk is desirable for those times when



A plan adaptable to most school libraries. In this case, the room available has windows on only two sides. If there were three outside walls, the author would suggest windows above the shelves on these sides. Letters used signify: A—shelves; C—catalog; D—display or bulletin board space; G—glass to within 4 inches of the floor; F—information files; DR—radiators with display sections above; R—radiators; S—sink with hot and cold water; LS—counter, with shelves above, cabinets below.

the librarian is working alone in the library.

General Equipment

Every library should be equipped with vertical file cases for storing the information and picture files. These should be of wood matching the rest of the library furnishings, as should the card catalog.

Heating should be carefully studied. Radiators can be used to break monotonous book surfaces if there is plenty of book space. New type fin heating can be used advantageously around the walls, and the shelves placed above, for the purpose of saving space. In this case, an asbestos layer should be between the fin pipes and the books, so that they will not be harmed by the heat.

The workroom should contain a sink with wide sideboards, and have both hot and cold water. In this room the shelving may go to the ceiling. One section should be able to be locked. A cabinet with a lock should be available for supplies. A large rectangular worktable is necessary.

Too often lacking in libraries is adequate bulletin board space. The best places for the bulletin boards are near the entrance, and perhaps between sections of the shelving. A glass exhibit case built into the wall outside the library doors is a great asset.

Consulting literature on the subject and visiting other school libraries should help the administrator and the librarian to construct a functional library.



The Library of the Parma Elementary School, Parma, Ohio.

Books on Library Construction

Planning School Library Quarters: A Functional Approach, by the subcommittee on library service to the schools planning board of Illinois Library Association. Published in 1950 by the American Library Association, 50 East Huron St., Chicago 11, Ill. This is the best single volume in the field, covering all phases of the library.

School Libraries: A Short Manual, by Stott. Published by Clarendon, Cambridge University Press, 1948. The first chapter is a fine treatise on library planning.

School Libraries for Today and Tomorrow, by committee on Post-War Planning. Published, in 1945, by A.L.A. Chapter 5 is an excellent check list of requisites.

School Library Quarters (a filmstrip), published by A.L.A. in 1952.

School Building (a filmstrip). Published in 1951 by the N.E.A., 1201 Sixteenth St., N.W., Washington 6, D. C.

Dear Mr. Architect. Published by A.L.A. in 1946. A pamphlet with many faults. Considers only general ideas.

"Plans and Equipment for School Libraries," by Mary Peacock Douglas. Published in *Library Trends* for Jan., 1953 (pp. 324-332).

The Library Building. Published, in 1947, by the A.L.A.

The Library and Its Home. Edited by Gertrude Martha Drury. Published, in 1933, by H. W. Wilson Co., 950-972 University Ave., New York 52, N. Y. This is one of numerous books on public libraries some principles of which are applicable to school libraries.

The bibliographies found in some of the books listed above will lead the reader to other sources of information.



Library of the Manhasset Junior High School, Manhasset, N. Y. On the left is a view of the left side of the room, with conference room in the background. On the right is shown the charging desk in the center of the room.

An Outstanding Elementary School Library

Too few of our grade schools maintain a functional centralized juvenile library or an adequate browsing room in which to condition youngsters to good reading habits. This inadequacy is evident in its ruinous results—the lack of reading background and lively enjoyment of books by the children. Yet we know that this condition can be remedied if the approach is scientific and the effort is sustained. St. Mary Grade School in Muskegon, Mich., solved the problem within the space of a year by “building,” so to speak, an attractive centralized juvenile library. While your situation is individual, it varies from the one in Muskegon only in certain local circumstances.

Preliminary Plans

Circumstances favored both personnel and pupils of this typical parochial school by “freeing,” so to speak, St. Mary School of its high school department in September of 1953, at which time the high school was absorbed into the newly erected Catholic Central High School of Muskegon. Thus space was released for a centralized grade library.

After selecting a room of adequate size, suitably located, we turned over the planning to experts. The long-range plans were actually forced upon the administrative body of the school half a year before their execution, due to impending legislation in Michigan requiring the services of a qualified librarian in either a grade or a college-preparatory school. Therefore, a site for a library should be in readiness for a faculty member—a qualified librarian.

A trio, consisting of Rev. Raymond T. Dark, pastor of St. Mary downtown parish in Muskegon; the principal, Sister Mary Paschal, O.P., of the Dominican Sisters of Marywood Motherhouse, Grand Rapids, Mich., which community staffs the school; and the members of the active Parent-Teacher Association realized the necessity of establishing a centralized juvenile library in their school. The teachers felt the urgent need of such library service. Only the teachers in particular knew that the emphasis should be placed upon reading—and more reading—so that the reluctant and poor reader could be helped remedially by the use of books as tools not labeled as such. The faculty wished to be able to

Sister M. Eloise, O.P.

Marywood Convent
Grand Rapids, Mich.

meet the challenge by establishing a library to adjust itself to the current needs of their school.

St. Mary *Marian Library* became the outgrowth of this challenge, for on January 10, 1954, open house was held to acquaint parishioners, friends, and local public school personnel with the existence of the centralized grade school library.

Librarians Consulted

The layout and design of this browsing library were not haphazard. Library personnel well acquainted with such work were engaged as consultants. Plans were drawn up by Miss Louise LeFevre, head of the library department of Western State College, Kalamazoo, Mich.; by Sister M. Paschal, O.P., principal of St. Mary School; and by Sister M. Carola, O.P., former librarian of St. Mary High School, and present faculty member of the newly erected local Catholic Central High School.

Functional and Beautiful

Marian Library occupies the former science laboratory located on the second floor of the school. Its shape is rectangular, measuring 15 by 30 feet. The ceiling and three walls are painted wheat gold; and the remaining wall, a vivid Madonna blue. An interesting design in gold and blue rubberized tiling covers the floor. Two walls adjacent to each other contain sections of movable shelves painted a Puritan gray with the wall background a rich Swedish red. Deeply slanted shelves are recessed near the extremity of the outer wall for the display of large picture books alongside a commodious magazine rack.

The remaining end wall features a centrally placed electric fireplace flanked by display shelves supported by stationary vertical divisions irregularly placed. The fireplace is surmounted by a pure white mantel on which a statue of our Blessed Mother is displayed. Red brick covers the fireplace, which contains an electrically operated set of burning logs and a display of imitation smoke in the firebox screened

by a brass mesh curtain. This adds a singularly effective homelike and informal atmosphere to the room. The shelves adjoining the fireplace feature a display of figurines, exotic pieces, and plants. Draperies depicting in color various characters from the classic *Alice in Wonderland* flank the three windows.

Attractive Furnishings

Seven tables of golden birch in the shape of trapezoids and rectangles each seat five pupils. Five chairs of matching wood are placed about each table. Two movable racks holding twelve folding chairs of Puritan gray and rose supplement the other chairs. Two additional slanted desks are furnished with corresponding benches for use by the tots in reading the large picture books. The charging desk, placed adjacent to the entrance, is painted Puritan gray with a Swedish red trim—a blending of the colors of the shelves and the wall. White restful fluorescent lighting adequately supplements the daylight furnished by the windows at the northeastern exposure.

Children Use This Library

Any library may be similarly arranged with appropriate physical equipment but more than these requirements are necessary in order to make it functional. Be the room ever so complete and attractive, its main objective must be service—use in reading and understanding what is read, in furnishing a source of information, pleasure, and personal development.

A routine schedule is posted weekly on a display bulletin board at the entrance to *Marian Library* to acquaint the pupils with the reading hour for each class. Permission may be obtained for additional reading privileges during other hours. *Marian Library* accommodates 55 youngsters comfortably.

Student librarians from the three upper grades are appointed for each classroom group. One of the members of the faculty happens to be a trained librarian who is generous in acquainting the student librarians with their duties while in service during reading hours. These youngsters are also prepared to shelve, label, paste, and stamp books, and a few are able to type library material. They also do “library housekeeping” neatly.

Books Chosen for Use

About 1000 volumes of various grade levels at present are shelved. Many copies retain their original jackets for the purpose of appeal. Series of reference volumes, such as new sets of two children's encyclopedias and two rebound sets of the *Catholic Encyclopedia*, occupy a reserved section of the room. Movable racks for reference series can be wheeled into any classroom requisitioning same. However, various classrooms are individually supplied with sets of children's encyclopedias.

Great care and intensive study marked the selection of books which were recently purchased for the use of the pupils. A very fine choice of books dealing with myths, history, travel, and hobbies is placed upon the shelves together with the regular fiction. With the acquisition of additional titles, it will be possible to begin the circulation of the library books so their reading may be finished in fewer sittings. Riveted interest, absorbed attention, and radiant pride are apparent on the countenances of the pupils who spend time in this attractive room.

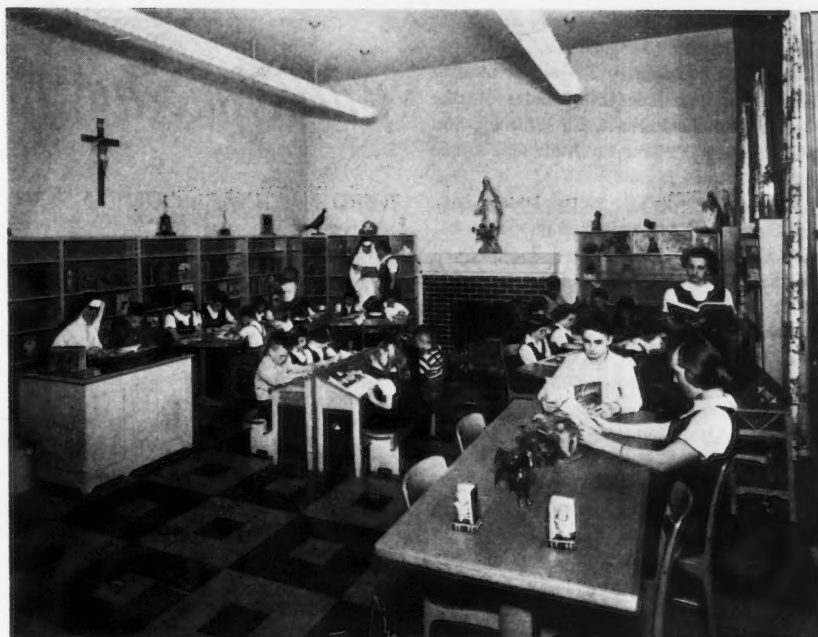
Among the apparent results of the establishment of this centralized grade library for the nearly 400 pupils of St. Mary's are a better standard of reading habits, unusual care of the books and furniture in the library itself, and the excellent morale reflected elsewhere in the school from the backdrop of library conduct. Summarily, the pupils reflect, so to speak, their new library.

Cost of the Project

For the information of those who may wish to plan a similar grade school library, an itemized tabulation of costs is herein included. The cost of paint amounted to \$200; floor tiling, \$404.50; window drapery, \$34.02; fireplace, \$90.24; shelving and racks, \$67.20; tables, benches, and chairs, \$460.75; new books, \$900; library work-room supplies, \$86.05; lighting fixture, \$394.27; new radiation, \$34.02; total expenses—\$2,671.05. Labor cost is advertently omitted since the maintenance men hired for the school painted the room and did the carpentry of shelves and slant reading desks.

Some of the Books

The selection of books consists of fairy tales, myths, and folktales such as Homer's *Iliad*, *Uncle Remus*, *A Treasury of the World's Great Myths*, *Arabian Nights*, *Sigurd and His Brave Companions*, *Song of Volsung*, and *Song of Roland*; the *Child-*



The new centralized Marian Library at St. Mary Elementary School, Muskegon, Mich.

hood of Famous Americans Series includes the recent publications *Zeb Pike*, *Teddy Roosevelt*, and *Will Rogers*; special Marian Year publications: *Our Lady Comes to Lourdes*, . . . to Paris, . . . to Guadelupe, . . . to Fatima, et al; the *First Books: Bees, Birds, Airplanes, Science, Snakes, Trees*, et al; the *Signature Books* dealing with the biographies of historic men and women: *Joan of Arc*, *John Paul Jones*, *Louis Pasteur*, *Florence Nightingale*, and *Columbus*; classics, such as *Robinson Crusoe*, and *Tom Sawyer*; *Real Book Series: Baseball, Camping, Explorers, Farms*; books of a religious nature: *The Bible Through the Church Year*, *The Boy Jesus*, *The Fisherman Saint*, *The Giant Saint*, et al; selections from *Famous Horse and Dog Series*; *True Book Series: Book of Honey Bees, Plants We Know, Little Eskimos*; the *Real Books for Boys and Girls* treat of science, fun, sports, et al; the *United States Books* consisting of *Picture Books of Every State of the Union*; *Picture Books* by Leo Politi including *Song of the Swallows* and *A Boat for Peppe*. Various recent atlases and maps for use in social science classes together with reference books of an encyclopedic nature and several juvenile magazines complete the contents of this *Marian Library*.

Some Sources of Supply

Readers of this article who have the responsibility of purchasing library books of

elementary grade level will be particularly interested in the following listing of various companies from which their selection can be made.

The *Roemer House of Children's Books* located at 715 Elizabeth Avenue, Elizabeth 4, N. J., operates as a jobber and grants a discount of 33½ per cent. For reading levels of ages 8 to 12, legends, myths, folklore, and fairy tales include these titles: *The Book of Nature Myths*, *Merry Adventures of Robin Hood*, the *Iliad* of Homer, the *Adventures of Odysseus*, *Uncle Remus*, and *A Treasury of the World's Great Myths* is a superior choice.

The *Imperial Book Company* at 24 W. Rittenhouse Street, Philadelphia 44, Pa., will obtain any child's book for you from other companies and will also grant a 30 per cent discount, and a 33½ per cent discount on books from their own shelves. This company pays mailing both ways, thereby furnishing a sound investment for those interested in book fairs, for no worry or expense is thereby entailed in returning unsold copies on exhibit.

The *Children's Press* at Jackson Boulevard and Racine Avenue, Chicago 7, Ill., reinforces all books and allows a high discount of 38 per cent dependent upon the size of the order. All publications of this company are listed in the *Children's Catalog of Approved Books for Children*. (A *Catholic Supplement* of this *Catalog* is also furnished upon request.)

The Bobbs Merrill Company at 730 N. Meridian Street, Indianapolis, Ind., publishes the *Childhood of Famous Americans Series* which includes biographies of Abe Lincoln, Amelia Earhart, Eli Whitney, Stephen Foster, Young Audubon, Jane Addams, et al.

The *DuJarie Press*, Notre Dame, Ind., prints sets of outstanding religious books; also *The Grail* of St. Meinrad, Ind., as well as the *Thomas More Book Shop* at 210 West Madison Street, Chicago, Ill. The *Catholic Book Company* of South Milwaukee, Wis., also deals in Catholic library books. All of the last-mentioned companies give a 20 per cent discount.

Random House at 457 Madison Avenue, New York 22, N. Y., publishes *New World Landmark Books*, following the earlier series, *The Landmark Books of American History*. Each series "highlights events and personalities which have become turning points in the world's history and thus have influenced the landmarks of America," as a recent blurb of Random House states. Their books are advertised as "colorful and exciting, full of adventure and excitement, easy to read, and about real people and events." Some titles of either series are *The Erie Canal*, *The First Overland Mail*, *King Arthur and His Knights*, and *Alexander the Great*.

Reading consultants of large city schools publish classified mimeographed listings of books of high interest level and of low reading level. I feel sure that such book lists for the elementary division will be mailed to you upon request. They are invaluable, due to their tabulation according to reading levels. Address your request to *Reading Consultants, Grand Rapids Public Schools, Elementary Division* (1954), *Grand Rapids, Mich.* For the development of reading skills and for enriched reading, they list mimeographed titles of books in series and those dealing with health and science, many of which listings contain excellent choices to circulate in an elementary library. *The Children's Reading Service* at 1078 St. John's Place, Brooklyn 13, N. Y., also edits an annotated list of books for supplementary reading from kindergarten to Grade 9.

Our Responsibility

If any teacher in an elementary school "makes glad the heart" of any child by stimulating and challenging reading by which means pure enjoyment is furnished him, a truly worth-while result will have been achieved, albeit the means of achievement may have been accompanied by "sweat, labor, and tears."

Catholic Education News

THIRD NATIONAL CONVENTION OF FRANCISCAN SISTERS

Rev. Irenaeus Herscher, O.F.M.

St. Bonaventure University
St. Bonaventure, N. Y.

Pope Pius XII and President Eisenhower sent special greetings to the approximately 1000 delegates who attended the third national meeting of the Franciscan Teaching Sisterhoods, held at Sacred Heart Academy, Buffalo, N. Y., November 26-27.

Rev. Ignatius Brady, O.F.M., president of the Franciscan Educational Conference, under whose auspices the two-day sessions were held, read a cable from His Holiness in which he "invoked copious divine blessings" on the meeting and "cordially imparted to all participants the apostolic blessing."

In a special address read by Father Ignatius, President Eisenhower declared that the work of the Franciscan Sisters "inspires all men and women who truly desire a just and lasting peace." The chief executive expressed a realization of and praised the fine work being done by the more than 32,000 Franciscan Sisters engaged in educational, hospital, social, and charitable work throughout the United States. "May you help all of us to remember that peace among nations first demands a genuine feeling of charity, kindness, and good will in the minds and hearts of all people throughout the world," the President continued.

A Marian Conference

The two-day sessions consisted of symposia,

sectional meetings, demonstrations, and films on the general theme: "Mary in the Seraphic Order."

In the opening conference, Rev. Cyril Shircel, O.F.M., of St. Francis College, Joliet, Ill. pointed out that the Blessed Virgin Mary occupies a unique position in the Franciscan theological synthesis. "This synthesis does not see Mary as the result of the sin of man," he explained. "As Christ, so Mary too, was predestined from all eternity to glorify the Divine Essence. This predestination is absolute; it is not contingent on any condition as, for example, the fall of man."

In a discussion of "Marian Doctrine according to Franciscan Saints," Rev. Sebastian Falcone, O.F.M.Cap., of St. Lawrence Seminary, Beacon, N. Y., stressed the abundance and depth of the Capuchin's Mariological Doctrine. He said its essence is Mary's divine Motherhood, unconditioned and supreme predestination, absolute sinlessness, fullness of grace, role of mediatrix, and her joys and sorrows.

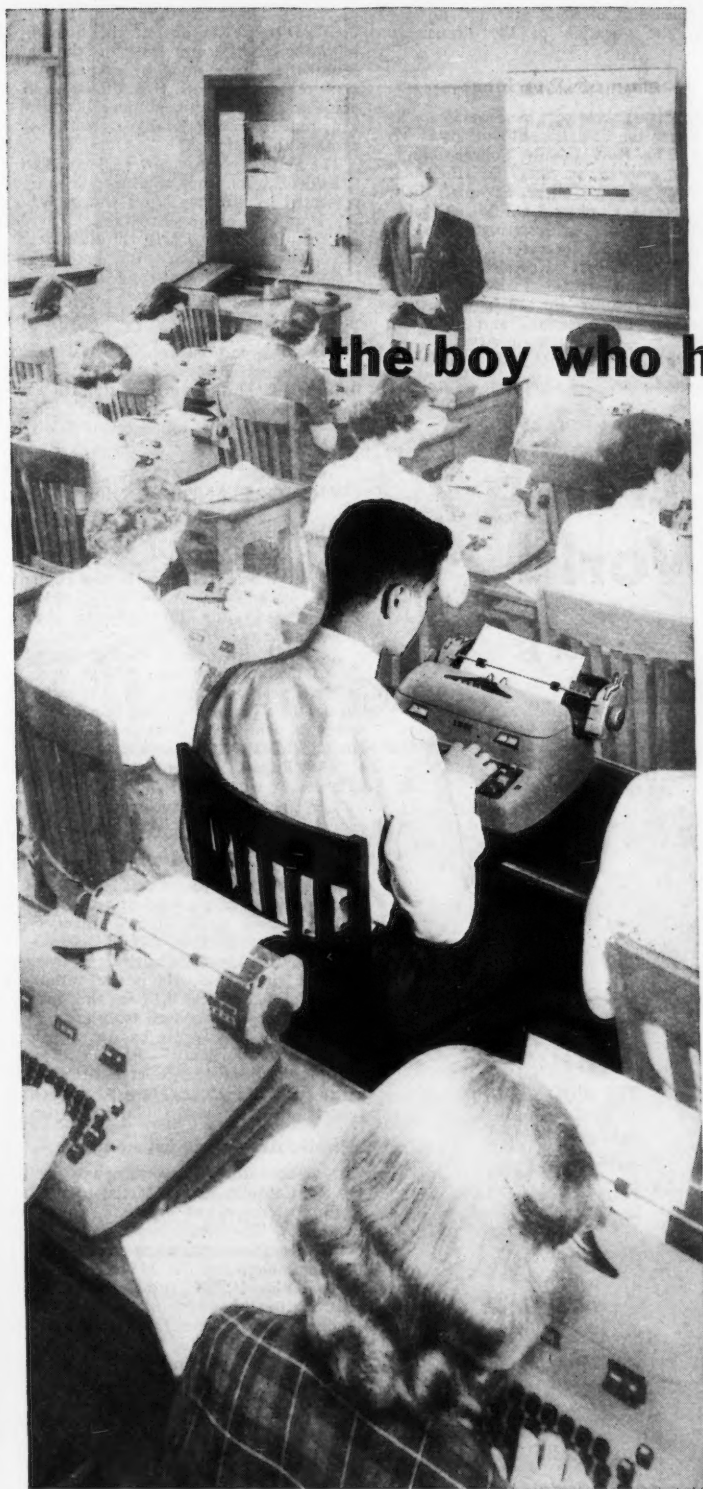
Demonstrations cited the practicality of adapting the theme "Our Lady in the History of Our Country." One demonstration on the primary level was given by Sister M. Maurice, O.S.F., of St. Benedict's School, Eggertsville, N. Y.; Sister M. Edwinella, C.S.C.F., of St. Stanislaus School, conducted the intermediate grades demonstration; and Sister Mary of Good Counsel, O.S.F., Williamsville, on the upper level.

Very Rev. Thomas Plassmann, O.F.M., rector of Christ the King Seminary, St. Bonaventure, N. Y., reported on the International Marian Congress held the previous month in

(Continued on page 28A)



At the third National Convention of Franciscan Sisters. Left to right: Mother M. Gonzaga, provincial, Sisters of St. Francis of Penance and Christian Charity; Rev. Ignatius Brady, O.F.M., president, Franciscan Educational Conference; Most Rev. Joseph A. Burke, bishop of Buffalo; Most Rev. Rembert Kowalski, O.F.M., bishop of Wuchang, China; Very Rev. Pius Barth, O.F.M., provincial, Sacred Heart Province, St. Louis, Mo.; and Sister M. Georgia, O.S.F., dean of Rosary Hill College, Buffalo, chairman of the Convention.



the boy who had 10 thumbs!

Robert was all thumbs, it seemed, when he tangled with a manual typewriter. Every time he struck a key, two went down instead.

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"But it was the IBM that eased my touch and perfected my finger control," he said.

This true story, told by Professor Marion Wood at a recent electric typing workshop session, prompted enthusiastic assent from many of the teacher-students present...who had found IBM's easy touch and electric operation the magic means of developing students' speed and skill on both manuals and electrics.

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Professor Wood, IBM Education Consultant, has prepared a set of four lesson plans, full of helpful hints and shortcuts which will be useful in teaching either the manual or electric typewriter. They can be used also as a basis for conducting a "workshop" in your community. **If you would like a set of these plans, free, just write School Service Department, International Business Machines, 590 Madison Avenue, New York 22, N. Y.**

IBM
TRADE MARK

Electric Typewriters
"The Teaching Typewriter"

(Continued from page 74)

Rome. He gave a summary of the address which he himself had presented before that world-wide group of scholars, and painted a word picture of that inspiring occasion.

Rev. Pacific Hug, O.F.M., of Quincy College, urged the conference to "inject the strong, daring, tender, loving spirit of the Blessed Virgin" in Catholic teaching methods.

In the section devoted to nursing education, Sister Martha Mary, O.S.F., of Our Lady of Lourdes Hospital, Camden, N. J., addressed more than 50 Sisters engaged in hospital nursing and administration. Her topic was "Marian Joy in Nursing." She pointed out

the great necessity of great spiritual joy for success in the vocation of the Franciscan nurse.

Meeting of Librarians

A meeting was held of 25 Franciscan librarians under the chairmanship of Sister M. Josepha, O.S.F., Holy Family College, Manitowoc, Wis., assisted by Sister M. Petronia, C.S.S.F., of Madonna College, Livonia, Mich. Rev. Lawrence G. Craddock, O.F.M., of Quincy College, presented an inspiring paper on "Mary and Franciscan Literature."

Most Rev. Rembert Kowalski, O.F.M., bishop of Wuchang, Hupeh Province, China, a Communist prisoner for 28 months, attended the second-day sessions, and addressed the Sisters.

Very Rev. Pius Barth, O.F.M., provincial

of Sacred Heart Province, and former president of the FEC offered the Solemn Mass initiating the second day of the inspiring sessions. In his sermon he quoted St. Bonaventure to the effect that "God could have made a better world, a more beautiful heaven, but He could not have created a better Mother than Mary."

The Saturday sessions were devoted to "The Crown of Seven Joys of Mary," a symposium presented by Brother Linus O'Dea, O.S.F., of St. Francis College, Brooklyn; Rev. Roch Knopke, O.F.M., of Christ the King Seminary, St. Bonaventure, N. Y., and Father Thomas Plassmann, O.F.M., of St. Bonaventure. A paper prepared by Rev. Leander Puech, O.F.M., Montreal, was read by Sister M. Rose Agnes, O.S.F., Joliet.

The conference closed with solemn benediction imparted by Most Rev. Joseph A. Burke, D.D., bishop of Buffalo. He also addressed the conference, stating that the Sisters had "an inestimable influence on God's Kingdom on earth."

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by Sister Mary Raphael, S.S.J. and Sister Monica Marie, S.S.J.

Editor: Dr. Austin Taylor, Professor of Chemistry, New York University

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HONORS AND APPOINTMENTS

A Christian Leader

M. GASTON TESSIER, a member of the Council of the State of France in the United Nations, received, on October 11, 1954, from Manhattan College, the honorary degree of doctor of laws.

M. Tessier has been a leading figure in the Christian trade unions in France since 1905. In that year he joined the Union of Employees of Commercial and Industrial Establishments which was established by Brother Hieron, F.S.C. In 1919 he became a cofounder of the French Confederation of Christian Workers of which he is now honorary president. He is also president of the International Federation of Christian Trade Unions.

Director of Adult Education

BROTHER GERALD SCHNEPP, S.M., Ph.D., has been appointed vice-president and director of adult education at St. Mary's university, San Antonio, Tex. Brother Gerald has been on loan to St. Louis University as a teacher of sociology since 1945. He is the author of a number of books and articles, and, last year, was coauthor of a college textbook on *Marriage and the Family*. He has two brothers in the Society of Mary—Brother Raymond Schnepf, head of the department of mathematics at St. Mary's, and Rev. Alfred Schnepf, registrar at Chaminade College, Clayton, Mo.

Catholic Action Medal

St. Bonaventure University has conferred its 1954 Catholic Action Medal upon FRANK M. FOLSOM, president of Radio Corporation of America. The medal is bestowed annually upon a layman outstanding in Catholic Action. In announcing the 1954 selection, Rev. Juvenal Lalor, O.F.M., president of St. Bonaventure, cited his "faithful profession of the Catholic Faith in and through the achievements of a useful public life."

Mr. Folsom is a Knight of Malta and a Knight of the Holy Sepulcher. He is a trustee of St. Mary-of-the-Woods College, a member of the board of regents of the University of San Francisco, a member of the general advisory council of Villanova College, and of the University of Notre Dame.

Marianist Award

The University of Dayton has conferred the 1954 Marianist Award on VERY REV. EMIL NEUBERT, S.M., former rector of the Marianist International Seminary at Fribourg, Switzerland.

Father NEUBERT is the first member of the

(Continued on page 30A)



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Teaching with Magnetic Tape

By Charles Westcott

LEARNING TO TELL TIME can be a knotty problem for youngsters in elementary school. But now, magnetic recording tape makes the job easier for them and easier on you. Here's how. Draw a clock face on heavy cardboard and attach a pair of movable hands. Then record hour chimes on magnetic tape. When teaching time in class, move the hands to different positions, playing the appropriate chime for each setting. Later, you can ask students to point the hands themselves while you play chimes selected at random. This way you avoid memory work on the part of the children.



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singers to hear themselves as others hear them . . . permits them to criticize their own efforts. Intricate harmonies, difficult solo passages, proper balance of voices—all are taught more easily when magnetic tape is used in rehearsal.

50% MORE RECORDING TIME—that's what you get on every reel of new "SCOTCH" Brand Extra Play Magnetic Tape 190A. Made with a 50% thinner coating and a 30% thinner backing material, new Extra Play Tape not only offers half again as much recording time but also increased frequency response. And, like all fine "SCOTCH" Brand Magnetic Tapes, new 190A Tape is strong enough to stand up under years of normal use on most school machines.

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Catholic Education News

(Continued from page 28A)

Society of Mary to receive the award "for his excellent contributions to the study of Mariology and his many long years of devoted service in forming hundreds of Marianists in their consecrated lives as Apostles of Mary."

Among the numerous writings of Father NEUBERT is his well-known book, *My Ideal, Jesus, Son of Mary*, which has been translated into 17 languages. More than 160,000 copies of this book have been sold in the United States. His latest book, published during the Marian year, was *Mary in Doctrine*.

The Marianist Award was established five years ago to commemorate the triple centenary of the coming of the Marianists to America; the death of their founder, Very Rev. William Joseph Chaminade; and the foundation of the University of Dayton. Former recipients are: Rev. Juniper Carol, O.F.M.; Rev. Daniel A. Lord, S.J.; Rev. Patrick Peyton, C.S.C.; and M. Roger Brien (editor of the Canadian magazine, *Marie*).

Peace Award

DR. CHARLES G. FENWICK, director of the department of international law of the Pan American Union, received the 1954 Peace Award Citation, conferred by the Catholic Association for International Peace annually. At a banquet in his honor, last November, Dr. Fenwick was recognized as seeking to restore "a fruitful knowledge of the Catholic tradition of the law of nations and the diffusion of the Papal pronouncements on peace and international justice."

The Association also said he "taught, spoke, and wrote through a lifetime to develop and advance the science of international law and to emphasize its moral basis."

Sociologists Appoint Nun

SISTER MARY JEANINE, O.S.F., chairman of the sociology department at Cardinal Stritch College, Milwaukee, was elected president of the American Catholic Sociological Society at the sixteenth annual convention held in Chicago recently. Sister Jeanine is the first nun to head the society.

Heads Historians

CHARLES H. RIDDER, publisher of the *Catholic News*, New York City, was named president of the U. S. Catholic Historical Society at its annual meeting held recently at Marymount College, New York.

Cardinal Gibbons Award

J. EDGAR HOOVER, director of the Federal Bureau of Investigation, was the recipient of the 1954 Cardinal Gibbons Award, presented by alumni of the Catholic University of America last November. The medal is presented annually to a person who has given outstanding service to the country, the Church, or the university. It is named for one of the founders of Catholic University of America and its first chancellor.

St. Vincent de Paul Medal

St. John's University, Brooklyn, recently awarded the St. Vincent de Paul Medal for 1954 to HARRY J. KIRK, a civil engineer of Washington, D. C., and treasurer of the National Conference of Catholic Charities. Presentation was made on December 1, during ceremonies at the university, as part of the annual award given to a layman for outstanding service to Catholic charities.

(Continued on page 38A)

HERE ARE JUST 4

1551 *Student*



OF MORE THAN 28

1555 *Shorthand*



GOOD REASONS WHY

2668 *General writing*



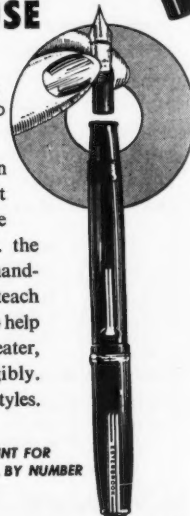
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An indicator panel gives the principal a finger tip report. The panel shown here is for the principal's office and is wired to a special sensing element in the thermostat for each room. The principal can have a push-button temperature reading for any room in the school.

Special sensing elements provide added fire safety. You have a constant fire sentry in the Honeywell Schoolmaster System, in addition to your regular fire protection system. You have fire sensing elements in each room, and in closets and store rooms, if you wish. These elements are wired to the principal's panel to help detect fires.



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Building News

IN IOWA

Pocahontas School, Pocahontas

An attractive, new grade and high school building has been completed for the two Catholic parishes of Pocahontas, Sacred Heart and SS. Peter and Paul. Total cost of the building, which includes a combination auditorium-gymnasium, is \$390,000.

The exterior is constructed of medium-shade face brick with stone trim, and measures 180 by 60 ft. The gym-auditorium

with stage, dressing rooms, lobby, snack rooms, storage and locker rooms, measures 142 by 70 ft. and will seat approximately 1000. Floor construction is of reinforced concrete, with roofs of structural steel with gypsum roof deck.

Interior walls are of Hadite block in color, with ceramic-tile wainscot in corridors and classrooms. Floors in public and circulating areas are of terrazo; in classrooms, of asphalt tile and linoleum; and in the gym-auditorium, of maple.

High school rooms include a study hall, a library, home economics suite, science laboratories, music and practice rooms, and classrooms. A lunchroom and modern kitchen is also provided. Grade school rooms, which include a large kindergarten, have built-in lockers and the high school has built-in lockers in the corridors on the second floor. The building also features fluorescent lighting, automatic program clock system, and public-address system. The building is heated by vacuum steam with unit ventilators in classrooms, provided by oil-fired boilers.

IN NEW YORK

Holy Ghost, New Hyde Park

A new school building for Holy Ghost parish, New Hyde Park, was dedicated November 22, 1954, although it has been in use since February, 1953. The new structure contains 10 classrooms, principal's office, clinic, library, teachers' rooms, and a chapel.

The old school, built in 1910, is still being used to house the lower grades because the size of the new building was cut down rather than delay its erection.

Enrollment of the Holy Ghost School is 750; ten Dominican Sisters and four lay teachers staff the school; Rev. Michael A. Heinlein is pastor.

IN PENNSYLVANIA

St. Madeline, Ridley Park

A recently completed school building for St. Madeline's parish, Ridley Park, was dedicated on November 25, 1954, Thanksgiving Day. The structure is a rambling one-story edifice in contemporary design, of reinforced-concrete, cinder-block, and steel construction.

At present there are eight finished classrooms, with provisions for two more on the ground floor, and an auditorium to seat 800, furnished with stage and kitchen facilities. The building is constructed to allow a second floor, if and when needed, which would bring the total number of classrooms to 20.

Sisters, Servants of the Immaculate Heart of Mary, staff the school; Rev. John A. Kane is pastor of St. Madeline parish.

Sacred Heart, Swedesburg

A new school building for Sacred Heart parish, Swedesburg, was dedicated on November 28, 1954. Of fire-resistive construction, the building is constructed along modern lines, with an exterior of red brick with limestone trim and aluminum sashed windows. The building houses eight large classrooms, superior's office, doctor's office, indoor recreational area, and ample storage areas, plus a multipurpose room accommodating 500 with stage facilities, cafeteria, and kitchen.

(Concluded on page 38A)

Now

BENCHES BUILT OF THE SAME TOUGH PLASTIC LAMINATE USED ON Erickson TABLE TOPS



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Erickson
PORTABLE
FOLD-A-WAY
TABLE
WITH BENCHES

**CLEANER!
MORE COLORFUL!
SCUFF-RESISTANT!
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CONVERT A GYM TO LUNCHROOM ...IN A MATTER OF MINUTES



THEY FOLD-A-WAY



THEY WHEEL-A-WAY



THEY STORE-A-WAY

Using the new Erickson Portable Fold-A-Way Table with Benches you can convert a gymnasium, corridor or multi-purpose room into a lunchroom . . . in just a few minutes!

Each Table seats 24 students on Benches that are built with the tough plastic laminate that means long service. Each Table sets up in only 15 seconds, by one man, in one simple operation. This fast conversion time enables you to keep valuable floor space busy right through the day.

They're extremely portable. Units Wheel-A-Way on their own rubber-tired casters. And they Store-A-Way in surprisingly little space. For example, seating capacity for 240 students (10 tables) will store in only 4½ by 10 feet.

It will pay you to investigate these new Tables for use in *your* school. Write for new catalog.

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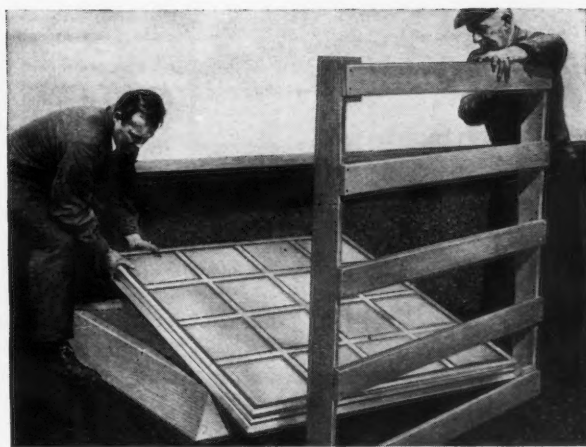
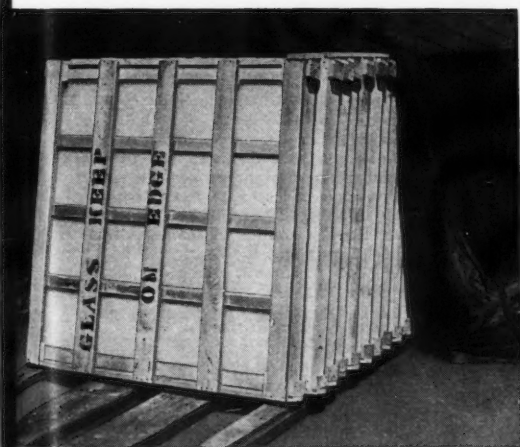
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S. Levy & Company, Camden, N. J., General Contractor

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New Jersey State
Teachers College
at Glassboro—
Glassboro, New Jersey
Dr. Thomas Robinson, President**

Toplite Panels may be installed in continuous strip, pattern, or in individual panels. Use a Toplite panel as you do a lighting fixture. They permit daylighting of all building areas regardless of location or distance from exterior walls.



Toplite Roof Panels are factory-fabricated . . . ready to install

They are shipped in individual crates marked to show correct orientation and directional positioning; for speed and ease in installation. Panels arrive on job site ready to install. They are set on prepared curbs and anchored ready for flashing by the roofer.

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The complete story of this great new advance in efficient utilization of free daylight is available in this new bulletin. For your free copy write today: Kimble Glass Company, subsidiary of Owens-Illinois, Dept. CS-2, Toledo 1, Ohio.

TOPLITE ROOF PANELS
AN **®** PRODUCT

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GENERAL OFFICES • TOLEDO 1, OHIO

Building News

(Concluded from page 34A)

Color is used throughout the building for decorative effect. Asphalt-tile flooring and hardwood wainscot provide a pleasing blend of colors. Acoustic ceilings are provided throughout the building, and an intercommunication system links all rooms with a central area.

Rev. Francis P. Sokol is pastor of the parish.

IN WISCONSIN

St. Therese, Schofield-Rothschild

Solemn dedication of new school, convent, and Marian shrine for St. Therese's parish, Schofield-Rothschild, took place November 11, 1954. The school building, in use since early fall, is of gray iron-face brick matching the church building.

The school is a one-story building housing 12 classrooms, a kindergarten, and a library. Classrooms have combination glass brick and clear glass windows, green chalk boards, acoustical ceilings, and lightwood desks.

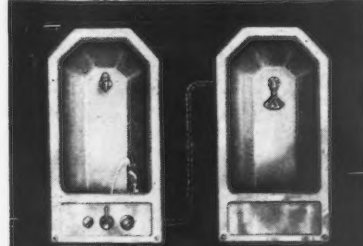
The kindergarten features two large picture windows and cheerful interior. Music and meeting rooms have also been provided.

An auditorium seating 500 persons has a stage equipped with modern lighting, telephone, loud-speaking system, and other radioelectrical devices. The cafeteria, also seating 500, has a kitchen with Deepfreeze and all modern appliances, and will be used for school and parish functions.

Ten Sisters of the Divine Savior staff the school; Rev. Joseph F. Kundering is pastor of St. Therese's parish.



Halsey Taylor Counter-Type Fountain class-room unit, 20" x 30", with receptor of acid-resisting, gleaming porcelain cast iron or lifetime stainless steel. Chromium Plate Glass Filler and Fountain Head. All the usual Halsey Taylor sanitary features. Specify No. 4840.



This is an ideal combination for "gym" or athletic areas. The Halsey Taylor recessed Cuspidor, No. 4647, shown at right, is designed to be used with No. 4646 recessed wall type, shown at left. Special outlet supplies water to flushing jet of cuspidor. Semi-recessed models also available.

School boards and architects know that to specify Halsey Taylor drinking-water equipment is to provide the utmost in sanitation as well as trouble-free maintenance. Every Halsey Taylor product—whether fountain or cooler—is factory-tested for dependability in service . . . backed by years of specialization in manufacturing this type of equipment exclusively.

The Halsey W. Taylor Co., Warren, O.



AS-40

Catholic Education News

(Continued from page 30A)

DIOCESAN DOINGS

Louisville, Kentucky

An archdiocesan teachers' meeting was held at Sacred Heart Academy, Louisville, October 6-8. Rt. Rev. Msgr. F. N. Pitt, Ph.D., secretary of the Catholic School Board, celebrated the opening Mass. Sister M. Theodora, O.S.U., M.A., of Ursuline College, conducted two sessions on "Techniques in School Art." Sister Annette, C.S.J., Ph.D., of St. Catherine College, St. Paul, Minn., gave two addresses on "Handling of Emotional Problems by the Classroom Teacher." Mr. John Armstrong, consultant of the California Test Bureau, talked on problems of testing and Mr. Harold S. Dyer, of Denoyer-Geppert Co., explained the "Use of Audio-Visual Material in Teaching Geography."

Brooklyn, New York

The Diocese of Brooklyn, through its social action department is sponsoring some 30 courses for adults in three evening school centers.

Lincoln, Nebraska

The nineteenth annual parochial school teachers' institute was held at Lincoln, Neb., on October 22. Sisters, priests, and lay teachers from 34 parochial schools attended. Msgr. Driscoll, superintendent of schools of the Archdiocese of Dubuque, delivered the keynote address and discussed the functions of administrative and supervisory personnel and the principle of discipline. Rev. Roman Ulrich, superintendent of parochial schools at Omaha, gave "An Explanation of the Use of the New Report Cards and the Marking Code." Most Rev. Louis B. Kucera, bishop of Lincoln, gave the closing address.

Annual School Report

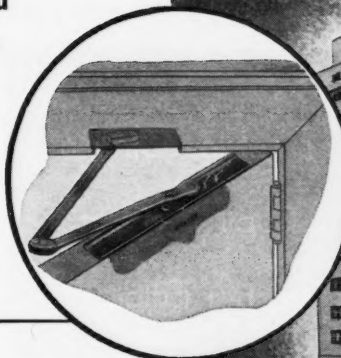
The annual superintendent's report for the Archdiocese of Milwaukee, for the school year 1953-54, notes that rising elementary enrollments will affect shortly the institutions of higher learning. Already the schools of nursing education are rejecting qualified candidates because of lack of space. The increase in seminary student demands has kept pace with that of other institutions, but there is a need for immediate expansion of seminary facilities.

In addition to new school buildings and additions, the report tells of eight elementary and one high school building opened where schools did not previously exist. Enrollment in schools of the archdiocese shows an increase of 4378 in elementary grades, now totaling 66,786; high schools instruct 10,964—an increase of 546; five junior colleges indi-

(Continued on page 40A)

NEW BUILDING?

Give it famous NORTON Liquid Closer performance... *Plus* the added beauty of concealed design! With the
**NORTON
"INADOR"**



Make *sure* that modern, clean-lined, new building of yours has *all* the interior beauty it deserves! Give it the advantage of Norton "Inador" door closers...the streamlining of the "Inador's" concealed design!

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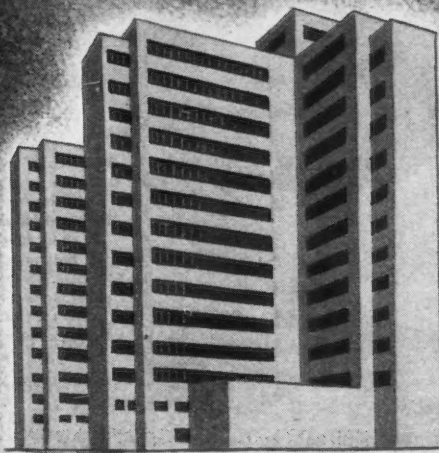
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Catholic Education News

(Continued from page 38A)

cate a decrease of 36, totaling 318; five senior colleges show a decrease of 62, with total enrollment 3002; and Marquette University's total enrollment is 7907, increased by 328. St. Francis Minor Seminary has an enrollment of 381, included in high school and junior college statistics, and the Major Seminary increased by 17, totals 277.

During the school year pupil insurance was arranged to cover vacation periods because of enthusiastic response by parents. Also, a teacher retirement plan was set up for the benefit of lay teachers who are recognized as no incidentals to the school system.

Diocese of Peoria Report

The Report of the Catholic Schools of the Diocese of Peoria for the year 1953-54 was issued recently by Very Rev. Msgr. F. P. Blecke, superintendent, and his assistant, Rev. John J. Sweeney. The report consists of 37 pages reproduced from typewritten copy. It contains an introductory summary, list of members of the diocesan school board, general enrollment figures, detailed enrollment of each school, enrollment by counties, list of communities of religious teaching in the diocese, what the superintendents check when they visit a school, and information regarding textbooks, testing, and recording.

There were, in 1953-54, a total of 3756 students in the high schools and 18,877 in elementary schools. Many schools are filled to

capacity, several are building new schools, and many are expanding present facilities. Health, safety, and physical education are receiving attention. "A considerable number of Sisters, in co-operation with the school health nurse, now do vision and hearing testing. . . . The school office owns an audiometer."

Regarding the visitation of schools, the report says that one of the superintendents aims to visit each school, each year, for the following purposes:

1. To represent the Bishop and the diocesan board, and to explain policies and recommendations.
2. To insure instruction in keeping with the diocesan and state standards.
3. To inspect school plant including lighting, heating, ventilation, toilet facilities, janitor service, and fire protection.
4. To supplement supervision of community supervisors.

The procedure is to notify principal and pastor in advance of the visit. To spend 20-30 minutes in each classroom observing teaching. To check teachers' daily class schedule and the textbooks used. To call a teachers' meeting and to consult with the pastor.

Archdiocese of Cincinnati

The archdiocese is opening a free school for choir boys at Holy Angels School, Cincinnati, to develop an archdiocesan cathedral choir. A choir of 18 men is being trained in evening classes.

Diocese of Paterson

Most Rev. James A. McNulty, bishop of Paterson (N. J.), has appointed Rev. Denis A. Haynes, superintendent of schools, to head a new Educational Council for the diocese. The major communities of Sisters in the diocese are represented on the council. Rev. John E. Morris has been appointed director of secondary education and Rev. Carl J. Wolsin, director of elementary education.

Archdiocese of Boston

The manuscript style of handwriting will be taught in first and second grades of all parochial schools in the Boston Archdiocese, announces Msgr. Timothy O'Leary, superintendent of schools. The manuscript style has been adopted as a means of aiding first and second graders in reading and spelling. Cursive writing will be introduced at the end of the first or the beginning of the second grade.

Mobile-Birmingham

Savannah-Atlanta

The third secondary workshop sponsored by the diocesan superintendents (Rev. Leo M. Byrnes of Mobile-Birmingham and Rev. Cornelius L. Maloney of Savannah-Atlanta) was held during the past summer session at Spring Hill College, Mobile, Ala. One outcome was the completion of a course of study in Cultural Background of the Classical and Romance Nations. Another was the completion of the course of study for the third and fourth years in religion.

Archdiocese of Chicago

The Sheil School of Social Studies (31 East Congress Parkway, Chicago, Ill.) is offering a Saturday morning institute of theology for all adults who wish to attend. The Sheil School is a free-tuition, adult-education project of the Catholic Youth Organization.

Two schools in the Archdiocese of Chicago

(Continued on page 42A)



**Your Best Investment
for Pupil Comfort
and Teacher Efficiency**

Bargen-designed classroom furniture by General is America's finest in design and construction. Patented Bodytone seats encourage upright posture, discourage slouching, reduce fatigue. Exclusive palette-shaped desk tops keep students' arms properly supported to permit writing without bending forward. Desk and seat height may be quickly adjusted to fit children of any size. Look to General for the best in school desks, chairs and tables . . . Bargen-designed to make the work of pupils and teachers easier and less tiring. Get the facts . . . you'll see why leading educators specify General school equipment.

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on the beautiful line of General school furniture and names of General-equipped schools in your vicinity.

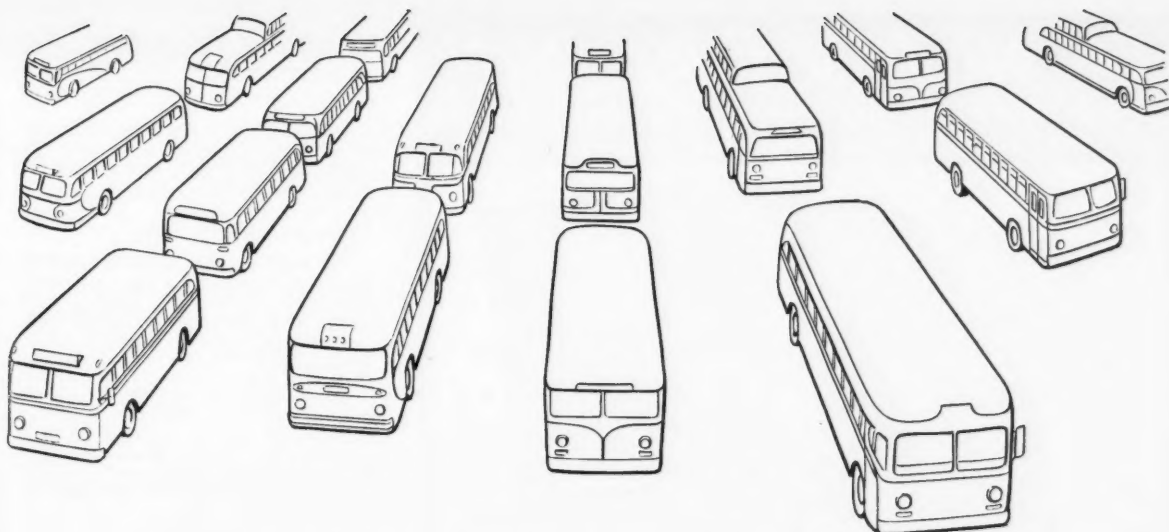
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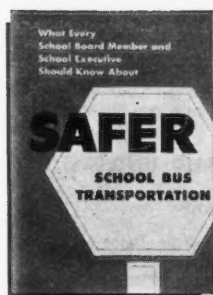


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HOW TO GET THEM. It's simple. First, if you are buying new buses and are asking for competitive bids, insist that *all* bids submitted include *Air Brake* equipment. This way, the buses you ultimately choose will come from the factory *Air Brake* equipped. Secondly, you can modernize your present buses with handy field conversion kits—there's one designed for every make and model bus. Just call your Bendix-Westinghouse Distributor and he will make all arrangements—for easy reference you'll find him listed in the yellow pages of your telephone directory.

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F18

U. S. A.



GET MANY DIFFERENT STROKES AND ART EFFECTS WITH THESE 5 POINTS

Catholic Education News

(Continued from page 40A)

are teaching blind pupils in regular classes with other children. The blind are given supplementary individual help by a specially trained Sister in a homeroom.

Diocese of Steubenville

The ninth annual teachers' meeting for the Diocese of Steubenville (Ohio) was held September 7-8. The teacher's role in the Marian Year, the general theme, was stressed in an address at the general assembly by Bishop John King Mussio. The elementary teachers attended a series of discussions on methods of teaching arithmetic conducted by representatives of the John C. Winston Company. Rev. Paul Brewer, S.J., of Loyola Academy, Chicago, was the principal speaker for the high school section. His theme was "The Christian Aspect in the Teaching of High School English."

CONTESTS

Experimental Work in Science

The fourth annual program of Science Achievement Awards, now in progress, will close on May 15.

The program is sponsored by the American Society for Metal and is conducted by the Future Scientists of America, a foundation of the National Science Teachers Association (NEA).

The awards are based on students' science projects submitted. There are separate awards for grades 7-8, 9-10, and 11-12.

Entry forms and information may be obtained from Future Scientists of America Foundation, N.S.T.A., N.E.A., 1201 Sixteenth St., N.W., Washington 6, D. C.

Photography Awards

The Scholastic-Ansco Photography Awards competition, a division of the annual Scholastic Art Awards, is now open. The competition is open to students between the ages of 12 and 18 and is divided into three major classes. There are 42 national cash awards: 14 worth \$50 each; 14 worth \$25 each; and 14 worth \$15 each. The amounts are automatically doubled if the winning pictures were taken on Ansco film. There will also be 42 honorable mention awards.

Scholastic-Ansco Rules Booklet may be obtained from: Eleanor I. Ney, 97 Ft. Washington Ave., New York 32, N. Y.

COLLEGES AND UNIVERSITIES

Radio Study Grant

Belmont Abbey College, Belmont, N. C., recently received a grant enabling the college to construct modern radio studios for use by the student body. They are currently producing three radio programs per week, one a high school round-table program for the public high school students in the area and two others which cover campus news, events, and personalities.

TV Production Courses

The University of Dayton, Dayton, Ohio, began offering specialized courses in the field of television production in its day classes with the beginning of the second semester, this year. The two courses presently being offered

(Continued on page 43A)

Catholic Education News

(Continued from page 42A)

will be under the direction of the speech department. The courses will be entitled "Basic Television" and "Television Problems," the latter giving students actual production experience.

More Graduate Students

The graduate school of De Paul University, Chicago, announces an increase in enrollment of more than 35 per cent over last year in the winter quarter classes. A total of 701 students have registered for the late afternoon and evening classes at the downtown center of the university. Increased enrollment was credited partially to the graduate program in nursing and four new courses in educational administration, plus the more convenient hours for teachers and professional people.

Marian Convocation

The Catholic University of America sponsored a Marian Convocation on November 15-16. The convocation was opened with a solemn pontifical Mass celebrated by Most Rev. Bryan J. McEntegart, rector of the university. Father Connell, C.S.S.R., preached the sermon on Mary Immaculate. Other noted authorities spoke on such topics as Mary in the Eastern Church, Mary in American Literature, the Sorrows of Mary, the Assumption, Mary the Model of Mothers, Mary in Art, and Mary Mediatrix of All Grace. The sessions closed with solemn pontifical Mass celebrated by His Eminence Cardinal Mooney. Most Rev. Amleto G. Cicognani delivered the closing sermon.

College Centenary

St. Stanislaus College at Bay St. Louis, Miss., the second foundation of the Brothers of the Sacred Heart in the U. S., celebrated its one hundredth year, October 9.

University of Dayton

The University of Dayton (Ohio), conducted by the Society of Mary, is planning a \$1,000,000 building for chemistry, geology, and chemical engineering. The new building will be dedicated to Brother William Wohlleben, S.M., a member of the Society of Mary for 62 years, who has taught at U. D. for 45 years. Very Rev. Andrew L. Seebold, S.M., president of U. D. reports a 20 per cent increase in students for the present year with 2581 in day classes and 2156 in evening classes.

Historical Documents

At the University of Notre Dame, Rev. Thomas T. McAvoy, C.S.C., is extending, classifying, and microfilming copies of letters of pioneer missionaries which throw light on the history of the Church in America.

Guidance at C. U.

The Catholic University of America has announced plans for expanding its vocational guidance program to include all freshmen in its College of Arts and Sciences and to offer counseling to Washington Catholic high school students. Main goals of the service are to assist the college freshmen in getting the most out of their courses, and to help guide high school students into channels best suited to their needs. The program, under the direction

(Continued on page 44A)

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Catholic Education News

(Continued from page 43A)

of Dr. James P. O'Connor and Dr. Martin J. Byrne, former head of the psychology department of Seton Hall University, will aim to keep guidance a personal direction, with only a limited use of tests and broad use of personal interviews.

To Salvage Religion in Russia

Fordham University sponsors two efforts to save souls which have been attacked by Russian Communism. One is an Institute of Russian Studies, the other is called the Russian Center. The latter is a community of Russian Rite priests whose aims are: (1) to inform American Catholics about Russia, its customs, and people; (2) to train American priests for the Russian apostolate; (3) to publish Catholic literature in Russian.

Revised Curriculum at Notre Dame

The University of Notre Dame has made the first major change in curriculum for the B.A. degree in 30 years. The changes will introduce a required course in freshman mathematics and an intensive course in one of eight classical and modern languages to be given six days a week in the freshman year. Freshman English and speech will be combined. Sophomore English will be a study of literature, and a seminar on the masterworks in all areas of knowledge will be required of juniors. A social science course for sophomores will replace the former courses in economics, sociology, and political science formerly offered in sophomore and junior years. Philosophy and theology will be required alternately during the four years. European and American history will be required in the first two years.

These changes are among those established to begin with the present freshman year. They are the result of a self-study of the college of arts and letters made possible by a grant of \$23,600 from the Ford Fund for the Advancement of Education. Research was directed by Dr. Vincent E. Smith of the faculty.

I.C.S. Scholarships

The International Correspondence Schools, Scranton, Pa., will award 64 scholarships valued at more than \$15,000 to young men and women in the U. S. and Canada who are unable to attend college. These students will be selected in 1954 by local nonsectarian organizations. Groups desiring to act as selection committees may write to John C. Villaume, dean of the faculty of I.C.S.

B.A. in Sacred Music

Loyola University at New Orleans, La., now offers courses leading to a degree in music. Heretofore students from the South had to go as far as Cincinnati to obtain such a degree. The curriculum includes Gregorian chant, vocal classical polyphony, liturgical music legislation, and modern sacred music.

FOR TEACHERS

Chemistry Fellowships

Under a grant received from E. I. du Pont de Nemours and Company, St. Louis University is able to provide twelve fellowships for chemistry high school and junior college teachers, enabling them to attend the uni-

(Concluded on page 46A)

McCOURT

Uniforms



Mary Sue



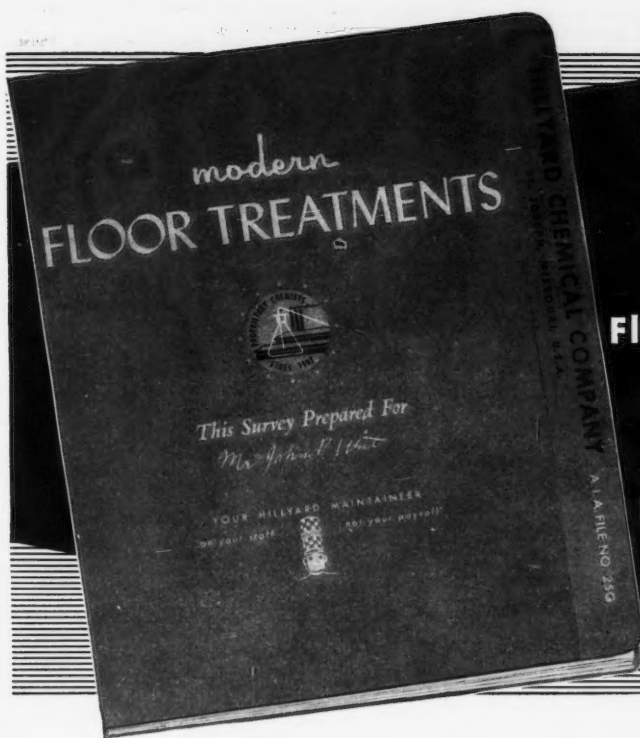
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Catholic Education News

(Concluded from page 44A)

versity's institute for the teaching of chemistry in the summer of 1955. The fellowships provide tuition of \$100 and a living allowance of \$180 for the student.

Also available are two fellowships for the support of qualified recent college graduates who wish to work toward a master's degree in science in the teaching of chemistry, during the academic year 1955-56. The year's study will prepare recipients of the fellowships to teach chemistry, physics, or mathematics in a secondary school. Each fellowship will provide \$450 tuition and a stipend of \$1,200 for the student.

Qualified applicants may write to: Dr. Theodore A. Ashford, director of the Institute for the Teaching of Chemistry, St. Louis University, for further information.

COMING CONVENTIONS

Feb. 4-5. New York Archdiocesan Teachers' Institute, Cardinal Hayes High School, New York, N. Y. Secretary: Miss Margaret Ann Higgins, 451 Madison Ave., New York 22, N. Y. Exhibits: Rev. Raymond P. Rigney, same address.

Feb. 19. Catholic Library Association, Greater St. Louis Unit. St. Louis University High School, St. Louis, Mo. Secretary: Miss Marie Thomas, 325 N. Newstead, St. Louis 8, Mo. Exhibits: Brother Arthur Goerd, 1909 N. Kingshighway, St. Louis, Mo.

Feb. 19. Catholic Library Association, Maryland Unit. College of Notre Dame, Baltimore, Md. Secretary: Miss Mary Louise Wunder, Loyola College Library, Baltimore 18, Md.

Feb. 19. Catholic Library Association, New England

Unit. Annual Book Forum and Fair. New England Manual Hall, Boston.

Feb. 19. Catholic Library Association, Philadelphia Unit. Spring meeting and Author Luncheon, Bellevue-Stratford Hotel, Philadelphia.

Feb. 24-26. American Association for Colleges for Teacher Education, Conrad Hilton Hotel, Chicago, Ill. Secretary: Dr. Edward C. Pomeroy, 11 Elm Street, Onconia, N. Y. No exhibits.

Feb. 24-26. United Business Education Association, Conrad Hilton Hotel, Chicago, Ill. Executive-Secretary: Hollis Guy, 1201—16th St., N.W., Washington 6, D. C. No exhibits.

Feb. 25-Mar. 1. Eastern Music Educators Conference, Hotel Statler, Boston, Mass. President: Mary M. Hunter, Peabody Conservatory of Music, Baltimore 2, Md. Exhibits: write MENC, 1201—16th St., N.W., Washington 6, D. C.

Feb. 28-Mar. 2. Association for Higher Education (INEA), Congress Hotel, Chicago, Ill. Secretary: G. Kerry Smith, 1201—16th St., N.W., Washington 6, D. C.

Mar. 3-5. Illinois Vocational Association, Hotel Jefferson, St. Louis, Mo. Secretary: Paul R. Waugh, Board of Education, Peoria, Ill. Exhibits: Arthur LaPointe, Board of Education, 228 N. LaSalle St., Chicago, Ill.

Mar. 5-8. North Central Music Educators Conference, Cleveland Hotel, Cleveland, Ohio. President: Harriet Nordholm, Michigan State College, East Lansing, Mich. Exhibits: write MENC, 1201—16th St., N.W., Washington 6, D. C.

Mar. 13-16. Southwestern Music Educators Conference, Baker Hotel, Hutchinson, Kans. President: E. E. Mohr, Colorado State College of Education, Greeley, Colo. Exhibits: write MENC, 1201—16th St., N.W., Washington 6, D. C.

Mar. 17-18. Oregon Education Association, Civic Auditorium, Portland, Ore. Secretary: C. W. Posey, 1530 S.W. Taylor St., Portland 5, Ore. Exhibits: Edward Elliott, same address.

Mar. 17-19. Indiana Industrial Education Association, Purdue Memorial Union Building, West Lafayette, Ind. Secretary: H. G. McComb, 215 State House, Indianapolis, Ind.

Mar. 17-18. South Carolina Education Association, Columbia, S. C. Secretary: J. P. Coates, 1510 Gervais St., Columbia, S. C. Exhibits: Mr. Coates.

Mar. 17-19. Georgia Education Association, Municipal Auditorium, Atlanta, Ga. Secretary: J. Harold Saxon, 706 Walton Building, Atlanta, Ga. Exhibits: Mrs. Margaret B. Jones, same address.

Mar. 17-19. New Jersey Vocational & Arts Association, Berkeley-Carteret Hotel, Asbury Park, N. J. Secretary: Mrs. Hazel N. DeCamp, 8 Mountain View Place, Irvington 11, N. J. Exhibits: Harold D. Shannon, 1416 Unami Ave., Asbury Park, N. J.

Mar. 17-19. Ohio Industrial Arts Association, Neil House, Columbus, Ohio. Secretary: C. R. Hawes, 423 Pine St., Greenville, Ohio.

Mar. 18-19. California Industrial Education Association, San Diego, Calif. Secretary: Lee D. Bodkin, 131 Education Building, University of California, Los Angeles, Calif. Exhibits: Dr. Kenneth Phillips, San Diego State College, San Diego, Calif.

Mar. 21-25. North Central Association of Colleges and Secondary Schools, Palmer House, Chicago, Ill. Secretary: Charles W. Boardman, University of Minnesota, Minneapolis 14, Minn. No exhibits.

Mar. 24-25. Alabama Education Association, Masonic Temple, Birmingham, Ala. Secretary: Frank L. Grove, 422 Dexter Ave., Montgomery, Ala. Exhibits: Vincent Raines, same address.

Mar. 24-26. National Science Teachers Association, Netherlands-Plaza Hotel, Cincinnati, Ohio. Secretary: Miss Dorothy Tryon, Redford High School, Detroit, Mich. Exhibits: Robert H. Carleton, N.S.T.A., 1201—16th St., N.W., Washington 6, D. C.

Mar. 24-26. North Carolina Education Association, George Vanderbilt Hotel, Asheville, N. C. Secretary: Mrs. Ethel Perkins Edwards, Box 350, Raleigh, N. C. Exhibits: John G. Bikle, same address.

Mar. 25-26. Washington, D. C., Teachers' Institute, Archbishop Carroll High School, Washington, D. C. Chairman: John S. Spence, Director of Education, Archdiocese of Washington, 1421 "V" St., N.W., Washington 9, D. C.

Mar. 25-26. Missouri Home Economics Association, Missouri Hotel, Jefferson City, Mo. Secretary: Mrs. Helen Mandigo, 4714 Broadway, Kansas City, Mo. No exhibits.

Mar. 25-29. Southern Music Educators Conference, Jung Hotel, New Orleans, La. President: Wiley D. Housewright, Florida State University, Tallahassee, Fla. Exhibits: MENC, 1201—16th St., N.W., Washington 6, D. C.

Mar. 26. Trenton Diocesan Unit, Catholic Library Association, Spring Meeting, Trenton Catholic Library, Trenton, N. J.

April 12-15. Catholic Library Association, Annual Conference, Hotel Schroeder, Milwaukee, Wis.

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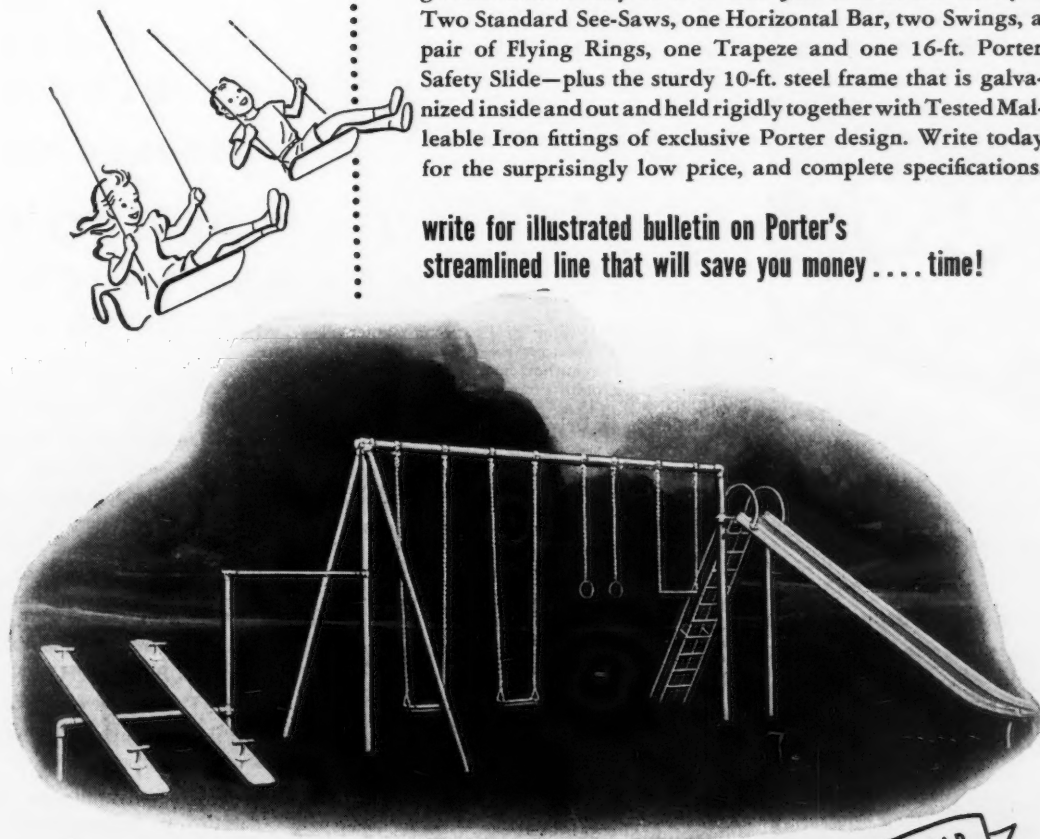
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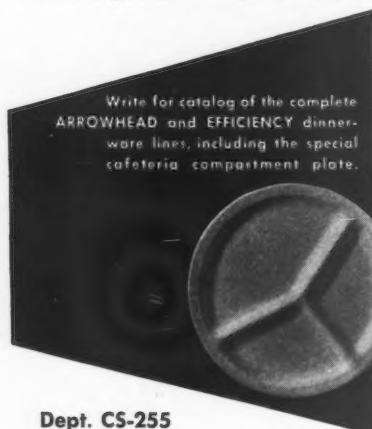
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New Books of Value to Teachers

An Essay on Christian Philosophy

By Jaques Maritain. Cloth, 116 pp., \$2.75. Philosophical Library, New York, N. Y.

This penetrating study of the relations of philosophy with theology and faith may be considered the key to the writer's massive synthesis of Thomism and modern thought. It is a close analysis of what occurs when a philosopher philosophizes in faith. In this way the treatise reveals the innersprings of Maritain's own thought.

The Secret of the Rosary

By St. Louis Mary De Montfort. Cloth, 188 pp., \$2.50. Translated by Mary Barbours, T.O.P. Montfort Fathers Publications, Bay Shore, N. Y.

A pious work by the well-known saint-author which considers (Part I) What the Rosary Is, and (Part II) How to Recite It. Part I includes chapters discussing the origin and name of the Rosary, the individual prayers, the mysteries, and the "marvelous effects" or miracles attributed to the use of the Rosary. Part II indicates proper dispositions to this devotion, indulgences connected with it, and different methods of recitation. An appendix lists many indulgences.

The Canterbury Pilgrims

By James J. Donohue, Ph.D. Paper, 29 pp., no price given. Loras College Press, Dubuque, Iowa.

This is "The Prolog of Chaucer's Canterbury Tales in Presentday English," as the subtitle states. The author has done a difficult piece of work quite successfully.

Instruction in Driving

The Traffic Engineering & Safety Department of the American Automobile Association, 1712 G St., N.W., Washington 6, D. C., recently issued three items in the field of Driver Education. Single copies may be obtained from the Association without charge. The items are: (1) *Auto Trainer Instruction manual*; (2) *Bibliography of Driver Education Materials*; (3) *Research Report on the Use of Automatic and Conventional Shift Cars in Driver Education Courses*.

Defense Films

Organizations (not individuals) may obtain from the Pictorial Branch, Office of Public Information, Department of Defense, Washington 25, D. C., a recent catalog of 251 films of the Army, Navy, Air Force, and Marine Corps. It also lists civil defense films.

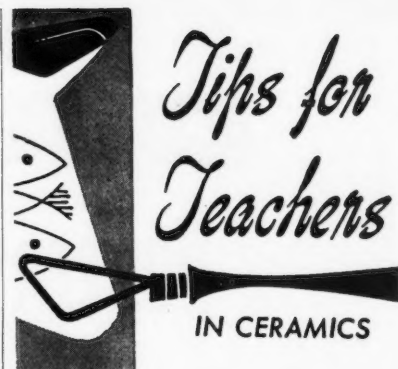
Devotional Booklets

The St. Pius X Press, Box 794, Berwyn, Maryland, has recently published a booklet of Advent devotions and a Novena of Christmas, prepared by Rev. Philip T. Weller. The prayers are to be used principally during the Mass and at evening congregational devotions. The Press has also issued a card entitled "Prayer and Song at Low Mass," arranged by Father Weller.

Vocational Guidance in the Big Brother Movement

By Russell J. Fornwalt. 4 pp. of typewriting duplicated. Single copy free. Big Brother Movement, 33 Union Square West, New York 3, N. Y.

This bulletin explains the organization, purpose, and activities of the Big Brother Movement. (Continued on page 49A)



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New Books

(Continued from page 48A)

ment in New York City. Anyone working with or in behalf of boys, especially those giving vocational or adjustment counseling will find the bulletin helpful.

With the Divine Retreat Master

By Joseph Schrijvers, C.Ss.R. Trans. and adapted from the French by Edwin V. O'Hara, Bishop of Kansas City. Cloth, 164 pp., \$1.50. St. Anthony Guild Press, Paterson, N. J.

This manual of thoughts for meditation during a retreat of ten days is subtitled "A Message from Jesus to His Priest." The messages are put into words which Jesus addresses to the priest retreatant.

Moving Day

By Helen T. Hilles. Cloth, 63 pp., \$2. J. B. Lippincott Co., Philadelphia, Pa.

Tim dreaded "moving day," a new experience for him, until he found his new home filled with the same family, the same familiar objects, plus new areas for exploration. An interesting story for those in primary grades.

Dog Stories in Basic Vocabulary

By Edward W. Dolch and Marguerite P. Dolch. Cloth, 169 pp., \$1.50. The Garrard Press, Champaign, Ill.

One of the *Basic Vocabulary Series* which employs interesting subject matter and attractive style in the easiest possible vocabulary. Books in the series are written mainly in the Basic Sight Word List of 220 words which make up two thirds or more of all primary reading books and more than half of all other school books. To this list of 220 basic words are added the 95 commonest nouns. Each book has less than an average of one new word per page.

This series is prepared under the direction of Professor Edward W. Dolch of the University of Illinois. Titles in the series are: "Folk Stories"; "Animal Stories"; "Why Stories"; and "Dog Stories." The emphasis is on good story telling, as apparent in the latter title examined.

Breastplate and Buckskin

By George E. Tait. Cloth, 235 pp., \$2.24. Charles A. Bennett Co., Peoria, Ill.

Subtitled "A Story of Exploration and Discovery in the Americas," this is a most interesting summary of the explorations and early settlements in North America. The author's style of relating history is an enjoyable one; he uses the story form, frequently opening a chapter with conversations, maintaining a story "air" throughout. The publishers, too, have co-operated in making this an unusually attractive history. The fine, dramatic illustrations by Vernon Mould are a definite complement to the book. It is well printed, and the use of color in maps, illustrations, and chapter forenotes is very effective. The content includes chapters on: "The Cities of Gold"; "Quest for the Orient"; "Fur Traders and Bushrangers"; "Northwest and North"; "Romance of the Pacific Coast"; and "Cabins in the Wilderness."

Bride for New Orleans

By Edward F. Murphy. Cloth, 313 pp., \$3.75. Hanover House, New York 22, N. Y.

By the author of *The Scarlet Lily*, this newest novel is a colorful, romantic story of young Yvonne Delisle, one of a group of girls who sailed from France to Louisiana to marry the

(Continued on page 50A)



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New Books

(Continued from page 49A)

early settlers of New Orleans. Enough romance and "escapade" is provided to entertain the fancies of all high school girls, related in the rich, dramatic Father Murphy style. Rich in spiritual and human values, *Bride for New Orleans* tells the story of the gradual change in Yvonne from an impetuous, headstrong coquette to a warm, unselfish woman.

Schoolteacher and Saint

By Pascal P. Parente, S.T.D. Cloth, 170 pp., \$3. The Grail, St. Meinrad, Ind.

This is the first original work in English on St. Lucy Filippini, founder of the congre-

gation of teaching Sisters known as the Religious Teachers Filippini. Saints are always interesting people, but Father Parente's style has such general appeal as to make this life easily read by anyone. This saint's life will be probably most attractive to teachers and aspirant-teachers.

The Holy Years of Mary

By William A. McLoughlin, O.P. Boards, 114 pp., \$1.50. John C. Winston Co., Philadelphia 7, Pa.

This comprehensive, revealing work in Mariology is another product of the fruitful Marian Year literature. It provides the average reader with a deeper insight and appreciation of the Mother of God and our Mother. The contents includes parts dedicated to exposition of: "1. The Years of the Daughter of Israel"—her promise in the Old Testament,

her Immaculate Conception, birth and childhood; "2. The Years of the Mother of Jesus"; "3. The Years of the Mother of Christ"—during His public life and Passion; "4. The Years of the Mother of the King"—her life after Jesus' Resurrection and Ascension; "Shrines of Our Lady" comprises the last fourth of the book. Many full-page, four-color illustrations of Marian paintings by the masters have enhanced the text. The price and make-up of this little book will undoubtedly attract many to it who would not approach a more scholarly book; a reading of the text will prove they have not wasted a penny, rather made a shrewd bargain in the purchase.

Guiding Arithmetic Learning

By John R. Clark and Laura K. Eads. Cloth, 280 pp., \$3.50. World Book Company, Yonkers-on-Hudson, N. Y.

This text offers not only a practical interpretation of present-day practices in the teaching of arithmetic, but is designed to be of value to both pre-service and in-service teachers. Typical of the practical value of the book to the classroom teacher are the illustrative experiences and exercises suggested in connection with building important concepts and skills in subtraction problems. A discussion of methods of teaching division presents new ideas in comprehensible language.

Secretarial Office Practice, Fifth Ed.

By Peter L. Agnew, James R. Meehan, and F. W. Loso. Cloth, 568 pp., \$2.56. South-Western Publishing Co., Cincinnati 2, Ohio.

This text, designed for high school use, has been carefully improved and brought up to date. While continuing to develop the basic secretarial skills, the text aids in acquainting the student with office duties not included in other courses, such as handling mail, filing, reception work. Short cuts and general office procedures follow a logical sequence; the value of personality and character traits, and problems for solving are also included.

Tidwell-Stuart Typing

By M. Fred Tidwell and Esta Ross Stuart. Cloth, 262 pp., no price given. Prentice-Hall, Inc., New York, N. Y.

A complete course in typing including helpful visual aids, incorporation of time and motion principles, a sure method of teaching numbers and symbols, provision for individual student differences, personal and vocational-use typing equally developed, plus typing experiences in many kinds of business and professional offices. Basic skill is developed before applied typing is presented.

Follow Christ, 1953

Gerard Ellspermann, O.S.B., Editor. Paper booklet, 96 pp., single copy 25 cents. The Grail, St. Meinrad, Ind.

This booklet is one of a series of vocational aids published annually since 1939. It contains 21 short essays by members of different religious orders and communities, all appealing to the tastes of young people, profusely illustrated. A description of back numbers of *Follow Christ* is available on request. Back numbers are not entirely devoted to religious vocations, as the 1953 issue is, and may be very worth-while purchasing.

Listen, My Children

By Rev. Raymond Gribbin. Cloth, 116 pp., \$2. Newman Press, Westminster, Md.

This book includes brief explanations and some 30 odd stories illustrating the underlying meaning of the Apostles' Creed, the Ten Commandments of God, and the six Commandments of the Church. The material has been developed in the author's religion classes with middle grade children.

(Continued on page 52A)

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New Books

(Continued from page 50A)

Three to Get Married

Guide to Love and Marriage. Paper, 320 pp., 35 cents. By Fulton Sheen. Dell Publishing Co., New York, N. Y.

A timely reprint of Bishop Sheen's most useful recent book.

Modern Science and God

By P. J. McLaughlin, D. es Sc. Cloth, 89 pp., \$2.75. Philosophical Library, New York, N. Y.

This is a useful analysis of the historical address made in 1951, by Pope Pius XII, on the existence of God, the origin and the nature of matter, and the limits of natural science.

Leadership Training in Intergroup Education

By Hilda Taba. Cloth, 254 pp., \$2.50. American Council on Education, Washington 6, D. C.

This book records in well-organized and interesting fashion how the six summer workshops in human relations held at the University of Chicago, 1945-50, attempted to provide for teachers and other leaders an environment which might produce dynamic leadership training.

It indicates ways in which members of the workshops assessed and analyzed their individual problems and then utilized their own initiative in working out solutions to their own vexing questions. Describes action-level methods of setting up work groups and ways of stimulating individuals to utilize constant evaluation to improve the work they are doing.

ing. Emphasizes the functional role of areas such as anthropology, psychology, and sociology in solution of human relations problems.

"Diagnosis and Evaluation" provides a careful evaluation of the workshop methods reported and is especially helpful to anyone who has the intellectual vigor and the courage to assess the outcomes of his work in terms of actual results secured.

Although the workshops described in this volume concentrated upon the objective of improvement of human relations, this book offers stimulating suggestions to anyone who is planning a workshop or other meetings out of which he hopes to see action-level work emerge.—*Ella Callista Clark, Ph.D., Marquette University.*

Against the Stream

By Karl Barth. Cloth, 252 pp., \$3.75. Philosophical Library, New York, N. Y.

This book is a thoughtful Protestant theologian's argument against modern tendencies in European life and thought which lead away from God and the Church.

The Rosary in Action

By John S. Jobuson. Paper, 271 pp., \$1.75. B. Herder Book Co., St. Louis, Mo.

This useful book contains a layman's statement of the message of the Rosary, his practical explanation of the prayers of the pendant beads, and his simple but useful outlines of meditations for each of the mysteries. This is just the book to be read by the layman who has a feeling that the Rosary is slightly distasteful to the intellectually active Catholic.

Mary in Our Life

By Rev. William G. Most. Cloth, 323 pp., \$4. P. J. Kenedy & Sons, New York, N. Y.

The present book can be summed up in one

sentence of the author: "God has given to Mary an all-pervading place in the work of the redemption, therefore, if we wish to imitate the ways of God as perfectly as possible, we should give both the corresponding place in our spiritual lives." In a series of 23 chapters, the author suggests practical themes for imitating Mary and making use of her service to mankind.

The Catholic Year 1955

Cloth, 223 pp., \$2.95. Hawthorn Books, Inc., New York, N. Y.

This "daily" almanac and devotional reminder, prepared under the supervision of the National Council of Catholic Men, includes (1) a brief account of the daily feast or of the life of the day's saint, and (2) a Scripture reading.

Aviation in School and Community

Edited by H. E. Mehrens. Cloth, 110 pp., illus. American Council on Education, 1785 Massachusetts Ave., N.W., Washington 6, D. C.

A handbook to help teachers bring into the curriculum the features of aviation related to our learning and living.

Cargo for Jennifer

By Marjorie Vetter. Cloth, 240 pp., \$3. Longmans, Green & Co., New York, N. Y.

A story for high school girls. An American girl meets her Cuban relatives and also acquires a husband.

Employment Outlook for Physicists

Bulletin No. 1144 of the U. S. Dept. of Labor, Bureau of Statistics, in co-operation with the Veterans Administration.

The Passion

A Fides Album, one of a series of rotogravure booklets on liturgical and sacramental themes published originally in Paris. Translated and adapted by Fides Publishers, 21 W. Superior St., Chicago 10, Ill. The price is 25 cents. The text gives an excellent understanding of the significance of the details of our Lord's Passion. The illustrations are, for the most part, reproductions of masterpieces of art.

(Continued on page 54A)

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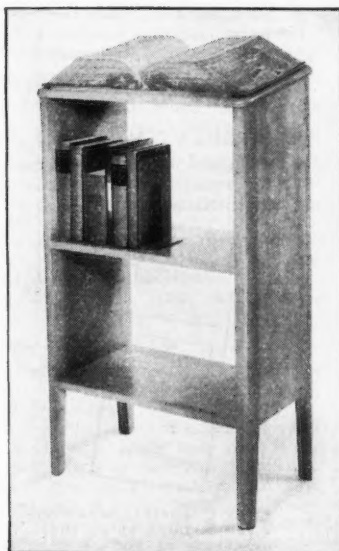
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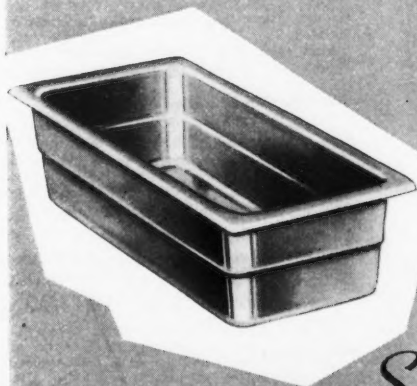
ELECTROPOLISH FINISH



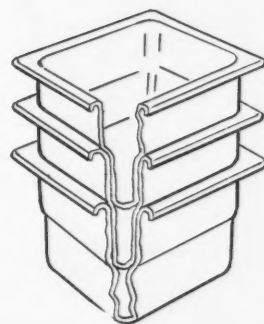
Seco-Ware alone has the electropolish finish. This smooth hard surface does not retain food particles and is easy to clean and keep clean. The beautiful electropolish finish is permanent and makes Seco-Ware always safe to use—cannot contaminate or affect the taste of food.

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NESTROL NESTING FEATURE



No jamming—no sticking—Seco-Ware famous Nestrol feature makes them space savers and time savers. No need to ever use force to separate them or mar their beautiful surface. This is one of the outstanding features that leads to long life and efficient use.



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Seco-Ware pans were designed to give the utmost in sanitation in food storage equipment. The NSF Seal of Approval on our equipment means that it meets the high standards of sanitary efficiency established jointly by industry and official health agencies throughout the United States. Look for this seal when you buy.

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New Books

(Continued from page 52A)

Evaluation and Adjustment Tests

Brown-Carlsen Listening Comprehension Test

By Brown & Carlsen. Answer sheet, \$1.50 for 35; Keys, 20 cents for set; Manual of Directions, 25 cents. Specimen set, 50 cents.

Center-Durost Literature Acquaintance Test

By Center & Durost. Test booklet, \$3.15 per 35; Answer sheet, \$1.10 per 35; Specimen set, 35 cents.

Durost-Center Word Mastery Test

By Durost & Center. Test booklet, \$3.70 per 35; Answer sheet, \$1.35 per 35; Specimen set, 35 cents.

Greene-Stapp Languages Abilities Test

By Greene & Stapp. Test booklet, \$5.60 per 35; Answer sheet, \$1.35 per 35; Specimen set, 35 cents.

Kelley-Greene Reading Comprehension Test

By Kelley & Greene. Test booklet, \$4.65 per 35; Answer sheet, \$1.35 per 35; Specimen set, 35 cents.

Spitzer Study Skills Test

By Herbert F. Spitzer. Test booklet, \$4.65 per 35; Answer sheet, \$1.35 per 35; Specimen set, 35 cents.

These six sets of tests are new additions to the *Evaluation and Adjustment Series* of tests for high schools published by World Book Co., Yonkers 5, N. Y. There are 16 other tests covering mathematics, science, and social studies.

The language arts tests measure individual and group progress in reading, writing, mastery of words, listening, and study skills. They have separate answer sheets so that the booklets may be used again and again. They are reliable, efficient, economical instruments for discovering specific handicaps to learning, for guiding remedial instruction, and for evaluating progress.

Civil Defense and Higher Education

A statement approved by the Committee on Civil Defense and Higher Education of the American Coun-

cil on Education, March, 1954. Paper, 19 pp., free. American Council on Education, 1785 Massachusetts Ave., N.W., Washington 6, D. C.

Brief general directions for organizing the personnel of colleges and universities for the safety and rehabilitation of buildings, equipment, and personnel and for leadership and participation in the civil defense organization of the neighboring community. It contains an extended bibliography of defense bulletins issued by government agencies.

The Message of Lourdes

By Sister M. Joseph, O.P. Paper, 35 pp., 3 shillings. Powell Press, Ltd., Dublin, Ireland.

A play in three acts with a prologue and an epilogue, and a tableau.

Adult Education in Citizenship in Postwar

Germany

By Alice Hanson Cook. "Occasional Papers 3." Paper, 75 pp. The Fund for Adult Education, 595 Madison Ave., New York, N. Y.

Religion Stories for Home and School

Prepared by the Confraternity of Christian Doctrine. Paper, 111 pp., 75 cents. Confraternity Publications, 508 Marshall St., Paterson 3, N. J.

Stories from authentic lives of the saints and from active Catholic life and practice, correlated with the outlines for teachers compiled by the Confraternity.

Music Education

Edited by John B. Paul, M.M. Paper, 156 pp., \$2.25. The Catholic University of America Press, Washington 17, D. C.

Proceedings of the workshop on music education, conducted at the Catholic University of America from June 12-23, 1953.

Communism: A Study in Conflict

Lecture series by members of the faculty of the University of Santa Clara, Santa Clara, Calif., in booklet form. The lectures were delivered during March and April of this year at the University Auditorium, and were broadcast from San Francisco at a later date.

Our Lady of Guadalupe Color Book

Text: Mary Fabyan Windeatt; illustrations: Gedge Harmon. Paper, 34 pp., 25 cents. Grail Publications, Meinrad, Ind.

First color book in a series of Our Lady Color Books.

Strengthening Education at All Levels

Paper, 167 pp., \$1.50. American Council on Education, 1785 Massachusetts Ave., N.W., Washington 6, D. C.

A report of the Eighteenth Educational Conference Sponsored by the Educational Records Bureau and the American Council on Education.

God's Little Hero — Dominic Savio

By Father Eugene, S.D.B. Paper, 19 pp., price not given. Don Bosco Trade School, Byron St., East Boston, Mass.

This brief life of St. Dominic Savio should be put into the hands of all boys.

Newspapers

By Samuel Beckoff. Paper, 128 pp., 40 cents. Oxford Book Co., 222 Fourth Ave., New York, N. Y.

One of the Oxford Communication-Arts series, this has for its purpose to make high school boys and girls more alert, resourceful, and discriminating users of newspapers.

Understanding Juvenile Delinquency

By Ruth Wood Gavian. Paper, 80 pp., 30 cents. Oxford Book Co., 222 Fourth Ave., New York, N. Y.

It seems to be intended for young people, but it should be read *only* by adults.

Brother Isidore, Sainly Lay Brother

By Nicholas Schneiders, C.P. Paper, 82 pp., 25 cents. The Grail, St. Meinrad, Ind.

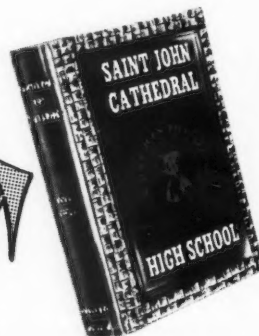
A short biography of Brother Isidore, lay Brother of the Passionist Order, revealing his virtuous life in a style of devoted sincerity and simplicity that complements Brother Isidore's personality.

Daisy Low of the Girl Scouts

The Story of Juliette Gordon Low, founder of the Girl Scouts of the United States of America. Comic-book format, 10 cents. Published by the Girl Scouts of the United States of America, 155 East 44th St., New York 17, N. Y.

(Continued on page 55A)

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New Books

(Continued from page 54A)

We the People

By W. M. Richards and Bliss Isely. Cloth, 416 pp., no price given. Beckley-Cardy Co., Chicago, Ill.

A civics text for the upper grades combining wide information, attractive illustrations, and print that is comfortable to the eye.

Time to Read Series

New titles in the series are: *Sailing Ahead*, 384 pp.; *Moving Forward*, 384 pp.; *Helping Others*, 320 pp. Books are clothbound, no prices given. J. B. Lippincott Co., Philadelphia, Pa.

The books in this series are written by Bernice E. Leary, Curriculum Consultant, Madison, Wis., Public Schools; Edwin C. Reichert, Head of the Department of Education, Lake Forest College, Lake Forest, Ill.; and Mary K. Reely, formerly Chief of the Book Selection Department, Wisconsin Library Commission. The readers are compilations of material published previously in a variety of children's books and magazines.

Mes Premieres Lecons de Francais

By Frances H. Patterson. Paper, 115 pp., \$1.25. D. C. Heath & Co., Boston, Mass.

The following quotations from the author's preface present the aim and content of this workbook: "The lessons were originally developed for the purpose of helping children to acquire a substantial working vocabulary (in French). At the same time, words beyond the range of a child's own English vocabulary were not included. If a new language is to be fully enjoyed by a learner, he should feel that it is merely an extension of his present knowledge, not something new and strange. . . . The reliance upon cognates for help in understanding, the close alliance between pictures and text, and in this edition, the adding of a French-English Vocabulary should make the book more useful than formerly."

"No exercises in translation from English to French have been included, for such exercises have a tendency toward stilted and unnatural expression. It is preferable that a child memorize the French text, understand its meaning, and be able to recall phrases for conversational use without recourse to conscious thinking in English."

Troopers All: Stories of State Police

By John J. Floherty. Cloth, 148 pp., \$2.85. J. B. Lippincott Co., Philadelphia, Pa.

These eight stories, taken from official records, emphasize the work of rural highway police as guardians of public safety. There is perhaps more emphasis on the criminal aspects of the patrolmen's duties than on the commonplace, but equally important day-to-day traffic control which makes country driving happy and safe.

Birds and Their World

By Carroll Lane Fenton and Dorothy C. Pallas. Cloth, 95 pp., \$2.75. The John Day Company, New York, N. Y.

An interesting presentation, for elementary grades, of birds, their bodily structure, habitats, individual characteristics, and instincts. The chapters are short, interesting, and complemented with vivid drawings.

The Forest Fireman

By Bill and Rosalie Brown, illustrated by Richard Powers. Cloth, 32 pp., \$2. Coward-McCann, Inc., New York, N. Y.

Here is a story that children in the primary grades beg to hear over and over again. It has what a lot of primary readers do not offer: a subject of interest to tots that tells a simple story adding the element of suspense and allowing their imagination freer play. The charcoal illustrations are a definite attraction to this appealing little book.

Pete the Parakeet

By Irma Simonton Black. Cloth, 97 pp., \$2.50. Holiday House, New York 11, N. Y.

A delightful, realistic story about one of the favorite pets of the day, for children in the middle grades.

The Victory Drum

By Jeannette Covert Nolan. Cloth, 152 pp., \$2.75. Julian Messner, Inc., New York 18, N. Y.

Another Revolutionary War story, this one tells of Colonel George Rogers Clark and his march on

Vincennes from the vantage point of Benny Lemoyne, drummer boy, 12 years of age. Plot, of course, is based on history, and characterizations are only so-so.

Jane's Father

By Dorothy Aldis, illustrated by Mary Stevens. Cloth, 125 pp., \$2.50. G. P. Putnam's Sons, New York, N. Y.

This is the reissue of a book published 25 years ago, now thoroughly reillustrated and presented in new format. The story itself concerns Jane's efforts to reform her father, who did so many funny things in utmost sincerity. Many funny bones in the middle grades will be tickled by *Jane's Father*.

Hat For a Hero

By Laura Bannon. Cloth, 46 pp., \$2.75. Albert Whitman & Company, Chicago, Ill.

This new story, from the pen of a talented author-illustrator, is of the Tarascan Indians living in an ancient fishing village clinging to the steep sides of an island in Lake Patzcuaro, Mexico. Illustrations in color and interesting story line and background make this an appealing book for those in the middle grades.

Free and Inexpensive Learning Materials (6th Ed.)

Compiled by Division of Surveys and Field Services, George Peabody College for Teachers, Nashville 5, Tenn. Paper, 224 pp., \$1.

This 1954 edition contains 3246 entries, arranged alphabetically according to subject matter.

The Selfish Giant

By Oscar Wilde, illustrated by Mary Fidelis Todd. Cloth, 32 pp., \$2. P. J. Kenedy & Sons, New York 8, N. Y.

A little-known classic by a well-known author, with the theme: happiness comes from making others happy. A simple, charming story with equally well-done illustrations (especially the last one of the Christ Child). Another story that will appeal to the child's imagination and heart, especially those in the primary grades.

How to Get Along With Children

By Frank Howard Richardson, M.D. Cloth, 172 pp., \$2.95. Tupper & Love, Inc., Atlanta, Ga.

(Concluded on page 56A)

The Better the Tools the Better the Teacher

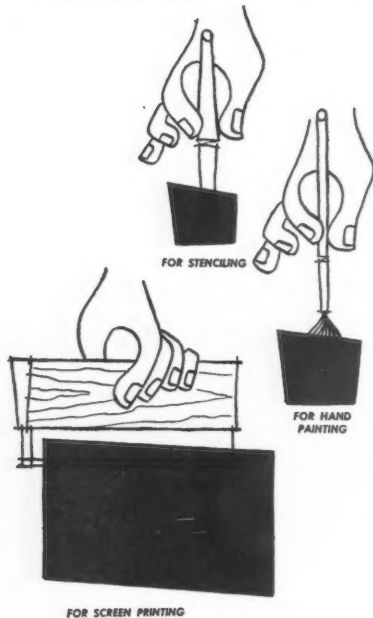


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New Books

(Concluded from page 55A)

180 Games for One Player

Compiled by J. B. Pick. Cloth, 137 pp., \$3.75. Philosophical Library, New York 16, N. Y.

"How to play 180 games of all kinds; outdoors and indoor; on board, table, or floor; with pencil and paper or in the head; from bounce ball and one-man fives to cat's cradle, cryptographs, and Carleton."

The Story of the Rosary

By J. G. Shaw. Cloth, 187 pp., \$3.25. The Bruce Publishing Co., Milwaukee 1, Wis.

Lovers of the rosary will be interested in these historical studies of fact and legend concerning this popular form of prayer. "The Rosary we have today is the product of a centuries-long mass movement of universal Christendom."

Companion to the Missal

By Sister M. Cecilia, O.S.B. Cloth, 476 pp., \$3.75. The Bruce Publishing Co., Milwaukee 1, Wis.

Adult beginners in the use of the Missal and others who wish to have simplification of the significance of the liturgy for Sundays and feast days will welcome this careful analysis.

Religion Stories for Home and School

Prepared by the Confraternity of Christian Doctrine. Paper, 11 pp., 75 cents. St. Anthony Guild Press, Paterson, N. J.

A collection of 53 stories, each intended to illustrate a lesson in the Confraternity manuals. There is also a guide to selecting stories according to the calendar.

You Are Not Your Own

By Dennis J. Geaney, O.S.A. Cloth, 178 pp., \$3.25. Fides Publishers, Chicago 10, Ill.

Here is an inspirational book on the Mystical Body of Christ in action: on the family, the parish, the world of industry and politics, the single life; on tools of the Christian and the meaning of love. It is written not in any pious, sentimental way but through the lives of people who believe sincerely that *You Are Not Your Own*, but rather all members of Christ, no matter how humble their station in life. Father Geaney has long been associated with the lay and liturgical apostolates, and has contributed many articles on the subjects to well-known Catholic magazines.

Brazil

By Leonard S. Kenworthy. Cloth, \$1.75, 32 pp., Holiday House, New York 11, N. Y.

One of the *Lands and Peoples Volumes*, this small book offers an interesting insight into the country of Brazil. It purports to give only a general view, but as it does, the cultural, economic, political factors blend into a brief but vivid picture of the people and the country as a whole. History and geography are integrated also, and the reviewer noticed especially the credit given Jesuit missionaries for their interest in schooling and settling the Indians — a mention that is laudable considering the brevity of the book.

Pita

By Lucille Mulcahy. Cloth, 218 pp., \$2.75. Coward-McCann, Inc., New York, N. Y.

This book deserves praise because of the real characters in it, the healthy presentation of adolescence, the manner in which it depicts pleasure in family responsibilities and family unity in joy and sorrow, and its charming presentation of the Spanish-American temperament. The story has a lively plot, with well-integrated Spanish-American background, and it implies a Catholic one, also. Girls in junior high school will find it wholly enjoyable.

Janie Learns to Read

By Edith G. Stull. Paper, 40 pp., 50 cents. Dept. of Elementary School Principals & Natl. School Public Relations Association of the National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

A handbook for parents. Explains reading readiness and methods of teaching reading.

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Gentlemen:

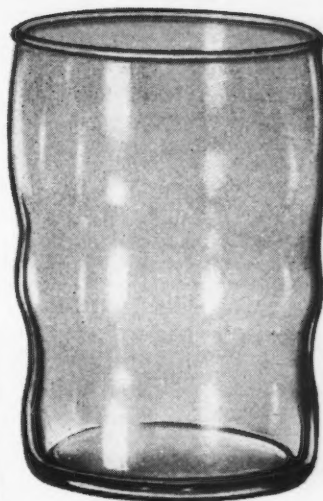
Insurance companies, as you know, make good use of statistics, and we thought you might be interested in some figures we recently developed regarding our costs on the Libbey Heat Treated water glasses currently in use in our employees' cafeteria.

When we opened the cafeteria more than two years ago, we purchased sixty dozen of your number 610 water tumblers, which are used in the service of an average of 325 meals daily to our employees. After twenty-seven months of operation and more than 180,000 servings, we are still using the same water glasses with which we started, and have yet to buy the first replacement.

Our cost for glassware to date has been about three one-hundredths of a cent per serving, and the glasses are still being used. Careful planning and modern handling equipment play an important part in maintaining such a record, of course, but you can be sure that we are very much impressed with the service our Libbey glassware is giving us.

Cordially yours,

T. J. Bradshaw
Building Manager



Heat-Treated Tumbler
No. 610—9½ oz.

Reproduced here is a letter from T. J. Bradshaw, Building Manager for Pan-American Insurance Company, telling of their experience and satisfaction with Libbey Heat-Treated glasses.

Records prove low, low cost of Libbey Heat-Treated Glasses

Only "three one-hundredths of a cent per serving"
**Pan-American Life Insurance Company, New Orleans, La., reports
after 180,000 servings of Libbey Heat-Treated Glasses**

Statistics are so commonplace with insurance companies, it takes mighty unusual ones to impress them.

But here's one insurance company that's "very much impressed." When the Pan-American Life Insurance Company opened its employees' cafeteria more than 2 years ago, it bought 60 dozen

Libbey Heat-Treated water glasses. Now, after 27 months of operation... more than 180,000 servings, Pan-American still uses the original glasses and has yet to buy the first replacement!

And, they report, the amazingly low cost figure they experience with Libbey's Heat-Treated glasses is only *three one-*

hundredths of a cent per serving.

Whether your operation is large or small, you'll find, like Pan-American Life Insurance Company, that it's just good business to standardize on Libbey Glassware service. And, for a slight additional charge, you can include the personal touch of your own crest, monogram or trade mark.

For details, contact your Libbey supply dealer. Or write Libbey Glass, Division of Owens-Illinois, Toledo 1, Ohio.

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NEW SUPPLIES AND EQUIPMENT

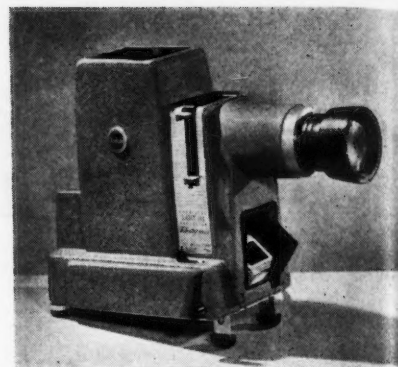
NEW RECESSED TROFFERS

The trend to large area lighting, and the wide use of grid ceilings has led to the development of new 24-inch wide troffers by the Edwin F. Guth Company, St. Louis, Mo. The new dimensions (2- by 2-feet, 2- by 4-feet, and 2- by 8-feet) cover a line of versatile troffers designed for use in U. S. Gypsum's Z-Spline, Cupples Alumni-Coustic Ceiling, and also for plaster ceilings. This series of lumi-

naires has concealed hinged shielding through use of Gratelite louver-diffusers.

The factory tested units are for 2-, 3-, 4-, and 6-lamp operation, and 20-, 40-, or 75-watt operation. Units 2- by 4-feet are readily installed as individual units, continuous rows or in unlimited lighting patterns. Troffers are fabricated of bonderized steel, finished in 300-degree white enamel and equipped with approved accessories.

(For Further Details Circle Index Code 026)



Signet 500

DOUBLE-DUTY PROJECTOR

A new Kodaslide Projector, the Signet 500, for showing both single-frame filmstrips and 2 by 2 slides to large and small groups, has been announced by the Eastman Kodak Company, Rochester, N. Y. Conversion from one use to the other is accomplished quickly and easily by a device called the Kodaslide Filmstrip Adapter, which loosens a screw to interchange the film-strip adapter and slide-feeding mechanism.

The adapter is easy to load and protects the filmstrip from scratches by means of glass pressure plates that hold the film firmly, but separate before it is advanced. The projector has a special rewind for rapid, cinch-free rewinding and replacing the strip into its can.

A new semiautomatic take-up changer can be quickly interchanged with the Filmstrip Adapter to ready the Signet 500 for 2 by 2 slide projection. With this device, slides are fed singly from the top of the projector, and after projection, slip into a receiving box, which accepts a group of slides in the order in which they were shown.

Elevation by individually spring-loaded front legs and a rear leveling leg assure firm, level projection from most any table. Unusual blower features, and a choice of two Kodak Extanon lens are other notable traits.

(For Further Details Circle Index Code 027)

TRANE VENTILATOR

One of the featured products in the Trane Company (LaCrosse, Wis.) exhibit at a recent heating and ventilating exposition was the KB Unit Ventilator, especially designed for classroom conditioning. The Kinetic Barrier action of the KB ventilator provides the assurance of comfortable heating coupled with healthful ventilation.

In this unit, outside air is blended with the room air, filtered free of impurities and heated to the desired temperature. The cooling air is gently brought into the room all along the wall, at about window-sill height, and not blasted from a short section of the wall area.

Window downdraft is effectively combated by the Kinetic Barrier Action in Trane ventilators. Air under pressure is forced through the lateral extensions. The air is then discharged through the orifices in the top of extensions with sufficient kinetic energy to assure the induction of large quantities of room air, creating the Kinetic Barrier action. The positive and continuous barrier prevents window downdraft from spilling into the classroom living zone.

(For Further Details Circle Index Code 028)

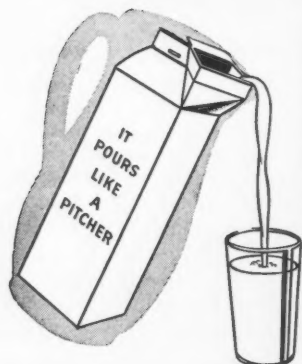
(Continued on page 60A)

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Use either
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Spout!*

Safe, sanitary,
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*Or... pour
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No other paper milk carton pours like Pure-Pak

Pure-Pak
YOUR PERSONAL MILK CONTAINER

*The Perfect
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FOR VENDING MACHINES, TOO!

New SERIES 70 CHANNEL STEEL CHAIR

Check and compare all these exclusive engineered features

FRAME — Non-tipping Y-type 16-gauge double-beaded channel steel, electrically welded and riveted.

SEAT — Extra large, 14½" x 15", 17" from floor. Steel or wood, contour shaped for full seating comfort.

BACK REST — Correctly postured, curved steel with fully rolled edge.

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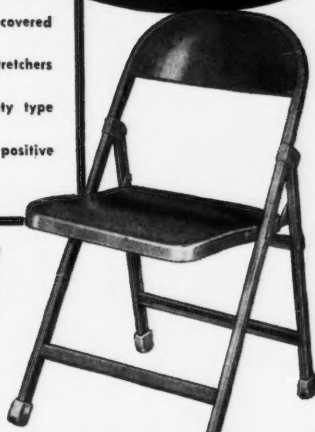
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SEAT LOCKS — Free operating, positive holding — prevent chair collapsing.

Larger seat
LUXURY

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Longer durable
CHAIR LIFE



IN ADDITION TO THE NEW SERIES 70, Krueger offers a wide range of quality steel folding chair styles in a complete price range to meet every budget requirement.

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NEAREST WEBER DEALER

MASTERY of the
BASIC SIGHT WORDS
IS FUN! CERTAIN! THOROUGH!

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**READING - SKILL
GAMES**



Flexible...

to fit children's rates of learning.

- Can be played by one child, by groups;
- when child knows none of the words, some of the words, all of the words.

Sequential...

to fit your school's reading program.

- "Catch On"* 1a — Pre-Primer Words . \$2.50
- "Catch On"* 1b — Primer Words . . . 2.50
- "Catch On"* 1c — First Reader Words 2.50
- Complete Set of 3: 1a, 1b and 1c . . . 6.75

Prices are net, postpaid

**We recommend a minimum of
two sets for each first grade**

Each game includes:

- 40-44 Fish, each printed with a basic sight word
- Fish pond — deep box-bottom
- Fish pole, line, hook (magnet)
- Stringer for words child learns
- "School of Fish" chart, having 40 to 44 sections, with one basic sight word printed in each section. Children match printed word on fish with same word on chart.

Rules for playing "Catch On"*
(8 ways to play)



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Illustrated at left is MOORE Style A44, shown in Kodachrome in the new MOORE catalog.

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...BY MOORE

Little girls and big girls . . . in elementary, high schools and colleges the country over . . . look their best and do their best in MOORE Gymwear.

That's because MOORE Gymwear doesn't look like the so-called gymsuit at all. MOORE's have functional styling

. . . designed practically for vigorous exercise and training. Your girls will benefit most from your program when they know they are at their active and still attractive best. And they'll be more easily group-controlled and group-spirited.

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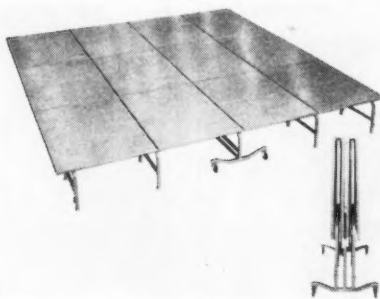
Also makers of Caps and Gowns . . . Choral Robes

New Supplies

(Continued from page 58A)

NEW FOLD-A-WAY STAGE

A new, portable folding stage that can be set up in a few minutes, called the Erickson Portable Fold-A-Way Stage, has been announced by the Haldeman-Homme Mfg. Co., St. Paul, Minn. The new stage features a patented operation that enables the sturdy platform to be folded into a compact unit that wheels anywhere on its own rubber tired casters. Actual folding time takes one man only 15 seconds, it is claimed.



Portable Stage

One 12 ft. by 4 ft. unit will provide a convenient stage for skits, plays, and speeches in classrooms. Additional units combine with fast-acting safety clamps to give any size stage desired.

To assure safety and trouble-free service, the stage is constructed of 9-ply plywood platforms, 1 1/8 inch thick, mounted on 1 1/4-inch square formed steel tubing. Lengths: 10 ft. and 12 ft. Width: 4 ft. Heights: 8, 16, and 24 inches.

(For Further Details Circle Index Code 029)

CORMAC PHOTOCOPIER

The Cormac Photocopier manufactured by Cormac Industries, Inc., New York, is a fully automatic, all-electric machine which makes exact photocopies of anything written, printed, typed, drawn, stamped, or photographed. It produces dry copies in less than 20 seconds, on ordinary weight or special gauge papers, on one or both sides, in black-and-white or color, and is fast becoming a standard office machine.

Through the use of the Photocopier, quick and inexpensive copies of transcripts and other student records can be made, thereby keeping files intact and accurate. The machine copies directly from the pages of tightly-bound and narrow-margined books facilitating and preserving research material. Many other uses can be found for this machine.

The Cormac Photocopier is simple to operate and requires no training; four sizes are available, the largest weighing only 25 pounds.

(For Further Details Circle Index Code 030)

RECESSED DRYER

The Electric-Aire Engineering Corp., Chicago, Ill., has added a new electric hand dryer to its line, this one designed for recessed installation in washrooms. Projecting 3 1/4 inches from the wall, the "C" Model Recessed Hand Dryer is installed in a steel box set into the wall behind construction. Dryer mechanism and cover plates are installed after wall completion.

(Continued on page 61A)

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New Supplies

(Continued from page 60A)

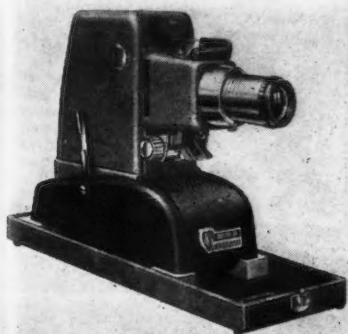
Featured improvements of the new dryer are: increased air velocity and volume, a permanent air filter that can be quickly brushed without removing—a valuable feature; life-lubricated ball bearings and circuit breaker to prevent burned-out heating elements combine to reduce maintenance by at least 75 per cent on former models.

(For Further Details Circle Index Code 031)

IMPROVED PROJECTOR

A new, improved Educator 500 projector for 2 by 2 slides and 35mm. single and double frame filmstrips has been announced by American Optical Company, Projector Division, Chelsea, Mass.

An entirely new AO-exclusive condensing system increases illumination by 46.8 per cent. This 500-watt projector now produces considerably more light for greater screen brilliance than many projectors of higher wattage.



Educator 500

Quality of projected light continues to be of the same high standard as that of the previous model of the Educator 500.

A new "pressurized" cooling system is now standard equipment with all Educator models which affords complete protection to all projected film. The system also keeps the projector cool for comfortable handling.

A simplified filmstrip unit has also been incorporated for greater convenience and ease of operation.

(For Further Details Circle Index Code 032)

ACOUSTICAL PRODUCTS

Two new sound conditioning products, designed for use in a wide variety of buildings, were announced recently by The Celotex Corporation, Chicago, Ill. The products are: Steel-acoustic, a white enameled steel panel that combines noise reduction, incombustibility, economy, and easy maintenance; and Lumicel and Acousti-Lux, a set of plastic panels for translucent ceilings which provide high light levels without glare.

Steelacoustic is installed on the Celotex "T" and "T" suspension system, a suspended ceiling grid device also finished in white baked enamel. Hold-down clips fasten the panels to the grids, but permit easy access to the area above when servicing is needed. Recessed light fixtures air diffusers, sprinkler heads and other outlets can be easily incorporated into the plan. Made of cold rolled zinc bond steel, the panels are 24-by-24-inches. They can be washed or painted repeatedly with no effect on

(Continued on page 62A)

Dolch Aids-to-Reading help you get results

DOLCH Aids-to-Reading help you solve the problems presented by too many children with a wide range of reading ability. Prepared by E. W. Dolch, Professor of Education, University of Illinois, these aids fit smoothly into any established program. DOLCH Aids-to-Reading teach in the spirit of play. Children teach themselves and teach each other, with minimum direction.

DOLCH Aids-to-Reading are used extensively in schools throughout the country. All have been carefully tested to be sure they really teach. Materials are available for pre-school and grades one to seven.

Books That Are Easy To Read

The Basic Vocabulary Series meets the need for earliest possible independent reading. Composed primarily from the 220 Basic Sight words and 95 Commonest Nouns, they present less than one additional word per page. For children in the next level, the *Pleasure Reading Series* provides easy independent reading of famous stories retold almost entirely in the "First Thousand Words for Children's Reading."



WRITE for complete 32-page descriptive booklet of Dolch Aids-to-Reading Materials.

THE GARRARD PRESS,
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Book early to assure play dates

THE DISCIPLES AT EMMAUS

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Crucifixion and resurrection of Christ as seen by two disciples from Emmaus.

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80 min. School rates apply. Rental, \$40.00
Story of His Life, Death and Resurrection. The film has rare spiritual beauty and has captured the true glory of the greatest sacrifice in the history of the world.

TRIAL AT TARA

30 min. Rental, \$7.50
The dramatic story of the victory of Christianity over paganism in ancient Erin led by Patrick and his small band of helpers. (Richard Hale, Lelf Erickson, Jeanne Cagney, Rhys Williams)

THAT I MAY SEE

60 min. Rental, \$15.00
Story of Bartimeus, a blind beggar, to whom Christ restored sight. It illustrates man's reason for being thankful to God. (Ruth Hussey, Jeffrey Lynn)

HILL NUMBER ONE

60 min. Rental, \$15.00
Tells the story of the Resurrection and Christ's victory on Golgotha, which is Hill Number One... told by an army chaplain to a GI gun crew. (Ruth Hussey, Joan Leslie, Lelf Erickson and Gene Lockhart)

THE TRIUMPHANT HOUR

60 min. Rental, \$10.00
A heart-warming drama on the meditations of the five Glorious Mysteries of the Rosary. Vocal selections by prominent singers. (Ann Blyth, Don Ameche, Jerry Colonna, Pat O'Brien, the Dionne Quintuplets, Roddy MacDowell, Nan Merriman and others)

ROAD TO PEACE

22 min. Rental, \$5.00
A film that lays bare the ills of the world and then prescribes the cure. Points out the many times that the Rosary has cured the world's ills in ages past. (Ann Blyth and Bing Crosby)

THE HOUND OF HEAVEN

15 min. Rental, \$5.00
The immortal classic from the pen of the renowned English poet, Francis Thompson. (Rosalind Russell, MacDonald Carey)

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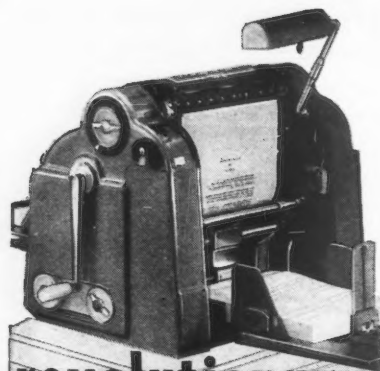
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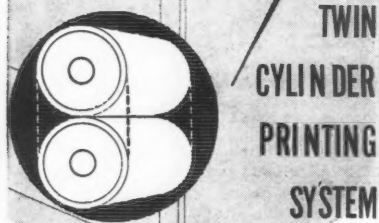
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New Supplies

(Continued from page 61A)

their sound absorbency. Sound passes through the steel facing and into the absorbent material laminated behind it.

Lumicel is a plastic panel for translucent ceiling installations. Acousti-Lux is a pair of panels, also of plastic, welded together at their perimeters. Diaphragmatic action of air space between the panels absorbs sound, also providing uniform light transmission without glare. Four basic embossed patterns are available: pyramids, circles, ripples, and squares. Panels are 24-by-24-inches and are made of white vinyl chloride acetate plastic, installed by means of a metal suspension system. A mechanical hold-down device keeps the panels in place, but they can be moved, or removed for cleaning and returned to the ceiling.

(For Further Details Circle Index Code 033)

FOOD COUNTER UNITS

Dry or moist hot food storage is now available in two new counter units—Scotty Electro-Matics—which have just been introduced by Seco Company, Inc., St. Louis, Mo.

Using the one-piece stainless steel clad wells that are used on the Seco-Matic hot food tables, these new Scotty Electro-Matics have the standard 12- by 20-inch openings to accommodate any of the Seco-Ware food storage pan combinations. Each well is individually controlled to provide either dry or moist uniform heat concentration around each food.

Two standard sizes are available, the one opening and the two opening. Each of these new units has an over-all height of only 10½ inches. Each well is equipped with a Westinghouse Corox 800-watt heating element with thermostatic control, and each well has an individual on-off thermostatically controlled switch and red pilot light.

(For Further Details Circle Index Code 034)

MIMEOGRAPH IN COLORS

The A. B. Dick Company, Chicago, Ill., suggests a use of different colored inks in mimeographing time schedules, programs, and work charts will repay the school plant with further efficiency and easier scanning of programs. The use of color is said to be one of the easiest techniques of modern mimeographing, partly because of the variety of inks available. School programs and newspapers could use this technique to advantage.

A. B. Dick Company representatives can show machine operators how to use varied colors in just a few minutes.

(For Further Details Circle Index Code 035)

CATALOGS AND BOOKLETS

A new 4-page paint and linoleum color selection guide, to be used in combination with Herman Nelson (Louisville, Ky.) unit ventilators, cabinets, and convectors, is available to architects and engineers. It also includes suggestions for color combinations, and the reflectance value of each color.

(For Convenience Circle Index Code 036)

Continuing its aim to keep the standards of floor finishing on a high level, the Maple Flooring Manufacturers Assn., Chicago, Ill., has announced a revised list of products for that purpose, with Dec. 1, 1954 as the date of revision. The list includes recently tested and approved products not heretofore published, and is available free to the general public.

(For Convenience Circle Index Code 037)

(Continued on page 64A)

Another BIS Best Seller

"THE ROAD TO CANTERBURY"

This great Roman thoroughfare was the path of the mediaeval Pilgrims described in Chaucer's "Canterbury Tales." As the camera moves along the famed road from St. Paul's Cathedral in London, it stops at the Globe Theater where Shakespeare's world-famous dramas were first presented, Anchor Inn from which Samuel Pepys watched the Great London Fire, the Great Brewery where Samuel Johnson wrote his Dictionary and Greenwich Park where Henry VIII heard the guns which told him of the death of Ann Boleyn.

After that, the Bull Hotel where Dickens' Mr. Pickwick stopped and innumerable other places of literary and historic interest, all of which help make this one of the finest color films we have ever been privileged to present to the librarian and teacher and Church film societies.

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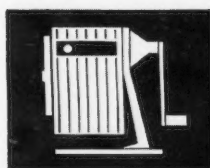
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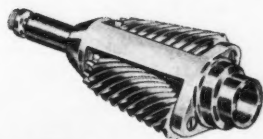
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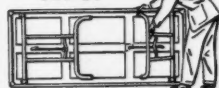
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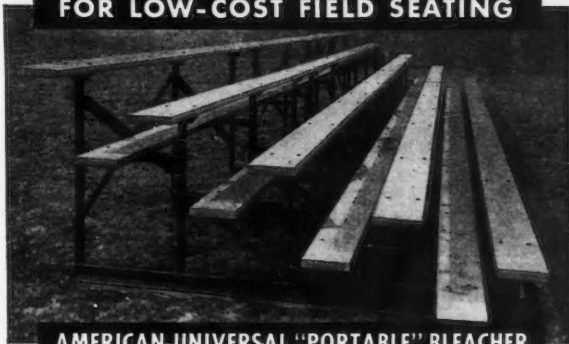
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